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English Language Teaching Methodology Based on the Development of Students' Motivation

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Abstract

Increasing the purposefulness of instruction while taking into account students' motivation for learning is one of the top priorities nowadays. This puts an emphasis on the activation of teaching strategies based on the application of new tools and technologies. Simultaneously, a contemporary specialist whose tasks require the use of the English language must be proficient in both written and oral communication methods. And for young people to interact productively with native speakers, English language instruction must be improved. They must be able to choose the right communicative behavior based on the communication situation and use appropriate language and speech norms. In this context, the article takes into account the following factors: the fundamentals of motivation as a phenomena for English language acquisition in contemporary times; ensuring that students develop their ability to use contemporary digital technology equipment; establishing pedagogical guidelines for the use of interactive technology to encourage English language learning among college students; ensuring that students move from the improvisation of learning activities to the development of a personalized learning path; Enhancing students' self-reflective preparedness to use interactive technologies during their English language study as a component of self-education.

Keywords: Interactive Technologies; English Language; Motivation.

1. Introduction

An examination of the way interactive technologies are currently used to teach English to students reveals a gap in the curriculum: students are not adequately prepared to use contemporary digital tools within the context of interactive communication in the learning process. Furthermore, students are not reflectively prepared to use interactive technologies when learning English as a part of their own education. The examination of psychological and educational literature revealed that raising the degree of motivation for learning is a multifaceted process that calls for a lot of work from the instructor. In order to address this issue, students' strong personal motivation for studying and communicating in English must be encouraged. Simultaneously, it is thought that a student can effectively communicate in English thanks to the quality of their language tools rather than the quantity of them. After analyzing the research on the issue at hand, we can say that although there is a wealth of information regarding different facets of using interactive technologies to teach students English, the pedagogical potential of these tools in stimulating English language acquisition has not yet been fully realized.

If the following criteria are satisfied, developing students' motivation to learn languages while utilizing interactive technologies can be highly successful: If students gain the ability to operate digital technology tools within the context of interactive communication while studying English; If it is made sure that students move from the unstructured nature of learning activities to the development of personalized learning paths; If pupils become reflexively prepared to study English as a self-study language; If a creative learning environment is established for students studying the English language; If students' subjective experiences are utilized to shape their psychological outlook on succeeding in their English language learning, If fruitful intergroup and intragroup language-learning activities are planned around dialogue interaction and the teaching of English.

2. Literature Review

The rise in students' motivation to learn languages through the use of interactive technologies has drawn the attention of researchers in recent years. Concepts that form the methodological and theoretical foundation for the development of conceptual provisions on the essence of motivation for cognitive activity are developed in the works of Covington (1998). The research on the application of interactive technologies that Brown (2001) revealed was significant to us. We looked at Tileston's (2004) writings on the integration of digital technology into education. The works of Alshaar (1997) were examined in the context of the pedagogical level of research on the motivation for language learning.

The studies by Canale & Swain (1980) and Valeev et al. (2015) that focus on teaching speech communication within the context of English language interaction were very interesting in this regard. The theoretical frameworks of Arikan (2010), Johnson et al. (2013), and Sabirova et al. (2018) provide guidance on accounting for students' cognitive activity while also considering their unique attributes. The examination of the writings of Dörnyei & Thurrell (1994), Khuziakhmetov & Valeev (2017), and Hutchinson (1987) regarding the development of students' mental activity was interesting. The issues raised by reflection in English language instruction are mirrored in the works of Kondrateva et al. (2018) and Abrosimova & Kondrateva (2018). Cohen and Dornyei's (2002) works lay the theoretical groundwork for university students to develop the capacity for self-realization. Brown & Yule (1983) addressed the issue of preparing students for communicative activities.

3. Methodology

The Institute of International Relations and the Institute of Fundamental Medicine and Biology of Kazan Federal University (Volga region) served as the research base. The research was carried out as a component of the "English Language" specialization course curriculum. The research was done in two phases: During the first phase, which began in September 2021, students developed a personal motivation to learn the language; they also identified how well they could use their subjective experiences to learn the language; and they created the conditions necessary for the development of their capacity to self-organize and work independently on the language. This issue's current status in university teaching practices was investigated; empirical data was gathered; students' attitudes toward the use of ICTs in their independent study of course materials were examined, etc. In the second stage, which began in May 2022, a guide was put into place to examine how the English language affected students' reflective readiness to learn the language as part of self-study. An experimental verification of the conditions for raising students' cognitive activity levels during language study was conducted, and this led to the development of students' capacity to chart their own educational paths while learning the language; registration of research findings was completed.

In this sense, given this comprehension of a student's unique educational trajectory, it must, at minimum, satisfy the following criteria: allow the student to attain a suitable degree of education; assist the student in reaching his objectives; offer chances for the student to combine extracurricular and academic activities; etc. Nonetheless, the cornerstone of each student's unique educational path should typically be self-determination, which denotes an awareness of one's own development, a sufficient self-evaluation of one's current knowledge, and, in actuality, unique typological traits. Furthermore, it is crucial that the student first establish the objectives of the next activity, decide on the program's strategic direction, accept responsibility for the activity's educational outcome, and so on in order to act as the organizer of his education. Consequently, it is crucial that a student go through the process of self-evaluation of the competencies that he currently possesses when designing his own educational trajectory.

4. Results

Organizing the experiment in accordance with the study's stated hypothesis, we began from the premise that the following outcomes of the development of students' motivation to learn languages should be kept in mind when developing that motivation while accounting for the use of interactive technologies: Personal drive to learn the English language; reflexive readiness to do so as part of self-study; ability to draw on one's own experiences when learning the language; degree of cognitive activity involved in learning the language; capacity to self-organize independent language study sessions; and proficiency in using relevant information and communication technologies when studying educational materials independently; the degree of self-motivation for communicating in English; the existence of a developed psychological attitude toward success; the capacity to organize their own educational path while learning the language; and the capacity to continuously advance their language proficiency with the aid of the digital environment. These abilities

generally align with the goals of boosting language learning motivation, which has involved making the necessary adjustments to the teaching and learning process, most notably through the use of interactive technologies.

As the study demonstrated, students could be tested and questioned in order to assess the effectiveness of the conditions as they were implemented in accordance with the hypothesis. Simultaneously, the diagnostic phase of the study aimed to ascertain whether students possessed the following abilities: language proficiency; the capacity to employ diverse verbal and nonverbal techniques for both written and oral communication; the aptitude to utilize language units according to the communication context; and the awareness of social norms within which the language is used.

In one experimental and one control group, work on increasing students' motivation to learn languages was done twice in the 2021–2022 academic year: first in September 2021 and again in May 2022. Nineteen students from The Institute of International Relations at Kazan (Volga region) Federal University were part of the experimental group; the control group comprised 21 students from The Institute of Fundamental Medicine and Biology who studied English language without considering interactive technologies. Table 1 displays the results of the diagnostic process.

Table 1. *Metrics of the Evolution of Students' Language Learning Motivation Considering the Application of Interactive Technologies*

The results of the development of students' motivation to learn languages taking into account the use of interactive technologies	Control group	Experimental group
Personal motivation to learn an English language	15 %	95 %
Reflexive readiness to learn a English language as part of self-study	2 %	80 %
The ability to use subjective experience when learning an English language	5 %	90 %
The level of cognitive activity in the study of an English language	25 %	100 **%**
The ability to self-organize independent work on the language	1 %	65 %
The ability to use appropriate information and communication technologies in the process of self-study of educational material	1 %	50 %
The level of personal motivation in communication in a English language	45 %	100 %
The presence of a formed psychological attitude to success	50 %	100 %
The ability to plan your own educational trajectory in the course of mastering a English language	20 %	70 %
The ability to constantly improve your own language skills using the digital environment	2 %	60 %

The majority of students have increased the dynamics of their personal motivation to learn an English language, according to the indicators of students' development of motivation to learn languages, which are the primary components of cognitive activity in learning the language. There is a notable increase in many factors in the experimental group when compared to the control group's results, which speaks to the dynamics of students' motivation to learn languages. This demonstrates how well interactive technologies are used at the university when it comes to students' reflexive readiness to learn English as a language for independent study. The primary distinctions between the experimental and control groups' students were primarily seen in their level of personal motivation to communicate in English and in the development of a developed psychological attitude toward success. Simultaneously, the students in the control group demonstrated poor abilities to self-organize their independent language learning, which ultimately manifested itself in their reluctance to demonstrate personal motivation when speaking English.

5. Discussion

The study demonstrated how the following essential language competencies can be formed in students through the use of interactive technologies in the context of teaching English, including the organization of communication in an English language: sociolinguistic competence refers to the ability to use linguistic units depending on the situation of communication; social competence is the willingness to interact with an interlocutor based on tolerance and empathy; compensatory competence is the ability to use various verbal and non-verbal methods of oral and written communication; discursive competence is the ability to connect individual statements in the course of English language communication; and sociocultural competence is the possession of the norms of the social context in which the language functions.

This means that every student can shape who he is through the course of his work, indicating the existence of subjective experience that enables him to participate in cognitive activities in accordance with his abilities. By engaging in personal self-organization, the learner ultimately establishes his own environment, which serves as the framework for

his subjective experience. In this sense, whether in a learning environment or in real life, the student may have every chance to make an informed decision based on motivation. Additionally, this can result in the development of the following skills: reflection (based on introspection of the experience gained); autonomy (based on realizing oneself as a subject of one's own life); organization of self-regulation (based on volitional qualities); creativity (based on the desire for creative approaches to solving the tasks outlined); and choice in professional preferences.

5. Conclusion

Based on the study's findings, educators can better understand the effects of intentionally designed activities that incorporate interactive technology into English language instruction. This should boost students' interest in learning the language's linguistic realities. In order to achieve this, authentic materials that reflect the socio-cultural component should be incorporated into the English language curriculum to help university graduates become more prepared for intercultural communication. Additionally, interactive technologies should be used in both classroom and extracurricular settings to foster students' autonomy within the context of their English language self-learning. All of this should be put into practice under suitable educational circumstances that encourage students to acquire the English language. Among these prerequisites are the following:

Several real-world English-language video courses must be used in the classroom in order to increase the degree of student independence; It is vital to regularly plan different classroom discussions that encourage students' English language speech activities in order for them to gain experience in verbal communication; To maximize the benefits of integrating interactive technologies in English language instruction, educators must employ instructional strategies that encourage students' personal growth and development; Expanding educational resources at the university to create a language environment is necessary to activate students' self-determination in the process of learning languages and to integrate their intellectual and creative abilities.

The study that was done does not cover every issue that arises when trying to raise the standard of English language instruction. Expanding this activity into the following domains seems appropriate, given the circumstances for the growth of students' motivation to acquire languages: 1) To establish a single information space where all subjects involved in the educational process that are related to teaching English can share their thoughts and experiences; 2) To apply the lessons learned from utilizing interactive technologies in the context of teaching English to various educational levels; 3) To implement globally efficient advanced training programs for professional and pedagogical staff that are based on the use of interactive technologies.

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