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STRATEGIES FOR FOSTERING MOTIVATION TO LEARN ENGLISH LANGUAGE IN NON-LANGUAGE STUDENTS

The article explores the ways of enhancing and fostering motivation in students of non-linguistic higher educational institutions to boost their interest in learning of English as a foreign language so that they can become specialists in their area with an expertise in a foreign language. The authors analyze motivation as a subject of pedagogical research and provide various definitions, describe its structure, and interrelation within the learning process. The most important means of supporting motivation for cognitive, developmental, and educational activities that foster communicative motivation in students of higher educational institutions are addressed in the article.

The formation of professional motives and the nuances and analysis of the motivational support for students' educational activities are explored in the article. The focus is on the role of a foreign language teacher, its motivational support, and didactic conditions for achieving this pedagogical goal in teaching foreign languages as it is the teacher who should help students realize that the English language is an avenue to gain experience and advanced knowledge in their professional fields, and that it is the very tool that may serve as an essential assistance for their professional development, promotion and a breakthrough in their career. Computer-based learning, using project works, and game-based classes also add to developing a creative and favourable environment that stimulates non-language students of higher educational institutions to learn and maintain interest in the studied language.

It is highlighted that motivation is considered to be a key to success and effectiveness of foreign language acquisition. Furthermore, it is proved that teachers have an indirect impact on student motivation by creating an environment that fosters personal interest and engagement in the learning process. A teacher's high level of knowledge, competence, and personality, continuous education, personal drive for professional development, and search for new teaching methods are all influential factors in motivating students and maintaining a positive classroom atmosphere in higher education. Additionally, positive interpersonal relationships between the teacher and students of higher educational institutions can contribute to the effectiveness of teaching foreign language communication.

Key words: *motivation, fostering of motivation, English language as a foreign language, students of higher educational institutions, non-language majors.*

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СТРАТЕГІЇ ПІДВИЩЕННЯ МОТИВАЦІЇ ДО ВИВЧЕННЯ АНГЛІЙСЬКОЇ МОВИ У СТУДЕНТІВ НЕМОВНИХ СПЕЦІАЛЬНОСТЕЙ

Статтю присвячено проблемі підвищення мотивації до вивчення англійської мови як іноземної при підготовці здобувачів вищої освіти немовних спеціальностей. Проаналізовано мотивацію як об'єкт педагогічного дослідження. Надано визначення мотивації, її структури та взаємозв'язку з процесом навчання. Виокремлено важливі засоби підтримки мотивації до пізнавальної, розвиваючої та виховної діяльності, що формує у здобувачів вищої освіти комунікативну мотивацію.

Розглянуто питання формування професійних мотивів, а також особливості мотиваційного забезпечення навчальної діяльності здобувачів вищої освіти. Основна увага приділяється ролі іноземної мови, її мотиваційного забезпечення та дидактичних умов реалізації даного об'єкта педагогічного вибору на матеріалі навчання іноземної мови. Зазначено, що навчання з використанням комп'ютерних та інформаційних технологій, підготовка проектів, проведення занять у ігровій формі допомагають створити творче середовище, що стимулює здобувачів вищої освіти до навчання та підтримує інтерес до мови, що вивчається.

Обґрунтовано, що мотивація забезпечує результативність процесу оволодіння іноземною мовою. Доведено, що викладач опосередковано впливає на вмотивованість здобувачів формуючи умови, що викликають особисту зацікавленість у роботі. Виявлено, що високий рівень знань, компетентність та власне особистість викладача, неперервність його освіти, особисте прагнення до професійного вдосконалення, пошуку нових методів навчання є потужним важелем до мотивації, і так само як і міжособистісні відносини між викладачем та здобувачами вищої освіти допомагає створювати та підтримувати позитивну атмосферу на заняттях, що сприяє підвищенню ефективності навчання іншомовному спілкуванню.

***Ключові слова:** мотивація, підвищення мотивації, англійська мова як іноземна, здобувачі вищої освіти, немовні спеціальності.*

Statement of the problem. Nowadays the growth of international socio-political relations and technological advancements provides, boosts and places special focus on the educational system of the country. As a result, there is a pressing need for the development of professionally competent and culturally aware higher educational institution students. It is widely acknowledged and it goes without saying that a country's economy cannot flourish without people with high-quality education and expertise in their areas of activities.

Thus, in order to comply with international standards, higher education should be involved, integrated and incorporated into the global academic sphere. Innovation and application of existing concepts are both impossible without considering international experience. In line with this, the need to identify novel strategies and environments for enhancing higher educational institution students' professional skills is mounting. Therefore, the value of learning foreign languages is unique. It is crucial to have professionals who are fluent in foreign languages to be a part of

the global educational community effectively. These days, the circumstances make it necessary to face and address the challenge of training highly competent, competitive, and motivated experts who can not only take personal responsibility for their own welfare but also for their country's welfare. Thus, the educational process for training non-language majors in higher educational institutions must satisfy the demands of an evolving society.

As a result, the foremost duties of higher educational institutions presently are to revamp the learning process via reforming educational and professional undertakings to train and educate experts with a lot of knowledge in their specialty in a certain field they have chosen as their major, i.e. expertise, extensive amount of skills, both hard and soft, personality traits, etc. to be able to elevate cultural awareness, enhance creativity, broaden perspectives, foster unconventional thinking, acquire communication skills, and develop the ability to adapt to evolving circumstances and make independent decisions. People with high expertise, high moral character and ground, go-getters should be trained at the higher educational establishments of the country to further work in such a way so as to achieve and promote positive results that will impact the rapid growth of scientific and technological progress, cultural and spiritual values of the people, and the overall improvement of the economy of the country.

English language proficiency is becoming an increasingly crucial measurement unit in evaluating the professional competence of modern specialists across all domains. As professional mobility scales up, educational migration processes intensify and mass tourism grows, the demand for practical language proficiency continues to surge. However, students often lack motivation to learn a language during their studies and may not fully comprehend the potential benefits for their future careers and not realize that it may deprive them of getting possible connections, promotions and opportunities at the job market (Aristova, 2008: 25).

It is important to acknowledge that non-linguistics majors are primarily focused on specialized fields, with varying levels of technical proficiency. Those students who possess mostly a technical mindset may find learning foreign languages and humanities disciplines quite difficult and challenging. Consequently, they try to avoid studying them often considering foreign languages the disciplines of lesser importance and a lower priority.

However, getting more involved into the real job market opportunities, senior students begin to fully realize that the English language nowadays is an

avenue to gain experience and advanced knowledge in their professional fields, and that it is the very tool that may serve as an essential assistance for their professional development, promotion and it is possible thanks to their expertise in English to later on make a breakthrough in their career.

Moreover, higher educational institutions should provide their students with the opportunity of academic mobility as far as it is an important tool for them to be ready to find their place in the job market in the future. Such a chance should prove them the overall importance of learning foreign languages and motivate them to learn them not only according to or due to the academic curriculum but continuously as a part of their professional activity.

Thus, motivation is widely recognized as a crucial element in achieving success while studying anything including a foreign language it should be highlighted that it is vital for an English language teacher to capitalize on all opportunities such as providing methods, techniques and ideas for teaching a foreign language that can motivate their students to master the language to the extent that they can be highly educated people and competitive participants in the job market.

Analysis of recent research and publications. Pedagogical research conducted by S. Goncharenko, Y. Kulyutkin, N. Paleha, N. Polovnikova, V. Sukhomlynsky, T. Shamova, and H. Shchukina consider creative activity as a defining quality of a creative individual, which is an integrative aspect of one's personality. It not only leads to the formation of new personality traits such as motives, requirements, and creative needs but also brings about qualitative changes in activity, resulting in purposeful and productive outcomes. The scientific works of W. James, O. Kovalev, J. Piaget, and S. Rubinstein were aimed at researching the issue of creative activity as a trait of modern specialists' personalities. Research works by I. Bekh, E. Bondarevskaya, S. Kulnevych, V. Moliaka, S. Maksymenko, I. Yakimanska highlight contemporary requirements for personality-focused education. Scientists I. Kon, A. Matiushkin researched the basics of creativity, development and value orientation. Foreign researchers L. Linnerbrick-Garcia, E.A. Patall, E. M. Anderman and others studied the theory of motivation considering that knowledge of the complex mechanisms of human behavior and motivation is essential to effective teaching (Linnenbrink-Garcia, 2016: 6).

Thus, motivation in education is a vibrant research area offering diverse approaches and concepts for further development beyond fundamental theories. However, it still remains a challenge to find the ways adequately solve the problem of creative personality

development and motivation through education as far as it is evident that the diverse motivation approaches cannot be fused into a single approach.

Task statement. The article aims to identify motivational factors that impact a higher educational institution students' engagement and motivation during the English language learning process.

The choice of profession or specialty can sometimes be done on impulse without full understanding of the specifics and duties the job may imply. There are also cases when profession is imposed on the person by the will of their parents without any agreement from the side of the future student which may lead to a negative attitude towards it. There are also cases when the choice is made not because of a specific interest in the profession but more due to the social value of higher education in general. Taking into account that not all students have a favorable vocational inclination, it is crucial to utilize the individualized training content that meets each student's specific interests and needs consequently motivating them to learn.

Fostering motivation in the classroom means actively involving students in cognitive activities aimed at mastering the subject. To motivate language and subject learning, teaching must not be abstract theory. Actually, it must be up-to-date, applicable and provide insight into future professional activities, showing needs, possibilities and opportunities in both areas helping students become favorably oriented towards a particular career.

Outline of the main material of the study.

A positive, professional approach that utilizes modern methods and technology, along with personalized and differentiated approaches to students, helps to enhance students' knowledge and proficiency in essential skills and abilities. Needs triggered by emotional and sensory experiences, provoked by objects, actions, and events if inhibited during the learning process can result in the loss of motivational and evaluative components. It should be born in mind that the professional direction of a student depends on various aspects of the professional activity such as content and conditions of its fulfillment, for example, creativity, opportunities of teamwork, ability and character match, salary.

Educational activity involves professional content and students' positive attitude towards their profession and learning in order to achieve their learning goals and gain professional success in the future.

On the other hand, all too often students' lack of motivation is attributed to external factors like their parents or social pressures, instead of acknowledging the responsibility of teachers themselves to consistently promote their students' motivation and engagement.

The key to creating a favorable learning environment is considering the individual and psychological traits of students. It is crucial that lesson goals and objectives are attainable, and that topics are engaging and comprehensible for students. Additionally, everyone should have the opportunity to express themselves, their viewpoint, position or set of mind. It is imperative to cultivate a sense of self-efficacy and competence in students which can only be done through consistent reinforcement of their unique talents and abilities, and an appreciation of their accomplishments.

Within the overall motivational structure, there are two closely intertwined types of motivation for learning. The initial type of motive stems from a student's attitudes towards their career and professional growth, representing an internal perspective (Panchenko, 2016: 117). The second type pertains to motives related to the organization and content of the learning process, specifically cognitive and communicative facets of learning activities. The teacher's task is to take into account the individual, significant motives of each student. At the same time, a teacher should support and enhance the cognitive and communicative motives that drive the desire to acquire knowledge and to exchange with communication partners, thus fostering the ambition for professional and career development.

The use of information and communication technologies in English language classes is proved to be an effective strategy for cultivating students' interest in the subject. Persistent interest plays a crucial role in fostering student's intrinsic motivation. The use of these technologies is an effective strategy for cultivating students' interest in the subject. It is believed that information and communication technologies can be employed in nearly any course, and they gave teachers an opportunity to the control and evaluate lexical and grammatical competence of every student (Pasternak, 2014: 195).

Computer-based training programs offer a rational method to do tests in the classroom and optimize lesson time and get an immediate feedback and do more activities which means get more grades during the lesson which in itself can teach students time-management and motivate them to work more productively. Moreover, the use of information and communication technologies promotes impartial assessment that helps establish credibility between students and their teacher and maintain favorable atmosphere.

Group work is an effective method for students to cooperate and share their perspectives or ideas to complete specific tasks or achieve learning objectives. Collaboration is a good strategy to promote intrinsic motivation in foreign language learning.

Not only do students enjoy the work, but they also have an opportunity to interact with each other and it helps create a pleasant and supportive atmosphere in the classroom. Thus, group work can be a powerful tool not only for students' motivation, but also for academic achievement in the foreign language.

Communicative activities provide for the motivation of students though they are quite challenging from the point of view of their preparation. That is why it is necessary to create dynamic and interactive real-life activities to encourage students to speak in English. Practicing dialogues and using real scenarios helped the students to see the of the foreign language. True-to-life dialogues and real-life scenarios may help students see the benefits of knowledge of the foreign language and the areas of its application.

Project activities are a highly motivating aspect of foreign language learning. They serve as a means to cultivate creativity, cognitive function, and independence. As a result of structured project work, students not only create a collection of creative works but also experience a significant increase in language-learning motivation and self-confidence. It is important that the project topic is relevant and meaningful to the students and coincides with their interests, needs and can be integrated into their professional field.

Games have long been regarded as an effective teaching method. They can enhance the learning process, increase productivity, and develop motivation to learn a foreign language (Paziura, 2016: 24).

A central feature of a game is that users are drawn into playing it again and again. That is, playing a game can result in developing some reactions, emotions or behavior as for example increased interest and involvement. In its turn it may lead to greater perseverance or intensity of effort. Thus, the game cycle that emerges is a defining characteristic of a game play, i.e. students get engaged into repetitive play and return to the game activity over time which enhances their motivation as they get addicted to it (Garris, 2002: 445).

However, it is important to note that games should have a specific goal and desired outcome, rather than being played aimlessly. Various games can assist in mastering a foreign language by providing an inte-

resting and stimulating environment for developing memory, attention, and intelligence while maintaining interest in the language being studied.

So, teachers of the higher educational institutions should follow certain principles to affect and promote students' motivation. These are supporting students' feeling of competence, using personally relevant and active tasks, and promoting feeling of belonging.

Conclusions. Therefore, the personality of a teacher, lecturer or professor is one of the first and foremost subjective factors that can influence learning process. Getting to know the personality of the teacher serves as the cornerstone for laying the basis for the genuine curiosity of students to hook them to indulge and get involved into the educational process. Hence, a conclusion can be made that in order to be able to see, recognize, help, encourage and protect the students while scaffolding students to enhance learning, a teacher should be well versed in psychology as well. Thus, we can summarize that qualified teachers are committed to continually improving their knowledge and professional skills, a so-called life-long learning process of self-development and self-cognition to always serve as an example and a booster for their students.

One of the crucial attributes of a teacher is to tailor an individualized teaching approach for each student. A teacher's expertise, continuous usage of basic and new teaching methods and techniques appropriate to the subject matter of the materials being taught, is the key to the success of each lesson. While working at the resources to promote language learning the unique individuality of each student, including their language needs, mentality, level of development and personal characteristics must be taken into account.

Thus, teacher's expertise has been proved to have a major impact on motivation of students to learn a foreign language. Only an expert can fully understand the primary factors that shape motivation in foreign language learning, identify the pedagogical circumstances and environment that foster positive motivation, and design and use a set of pedagogical resources to foster motivation in foreign language learning for the non-language students of higher educational institutions.

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