

PSYCHOLOGICAL PECULIARITIES OF MOTIVATION IN MASTERING A FOREIGN LANGUAGE

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Introduction

The specificity of motivation to master a foreign language is determined by the peculiarity of the discipline "foreign language", which differs from others by its aspects. First of all, this specificity lies in some modification of thinking itself. While teaching a foreign language, the teacher tries to think in that language. The characteristics of a foreign language is manifested in its "irrelevance", the teacher should find the "subject", fill the foreign language with the content in accordance with the requests and interests of students. This feature of a foreign language is associated with another one, namely: the "infinity" of a foreign language as a subject of study.

Learning a foreign language is a study of a foreign language culture. A foreign language culture competence is commonly understood as everything that can bring learners the process of its mastering the educational, cognitive, developmental and educational aspects. Knowledge, skills, abilities, motivation are the elements of the content of foreign culture which are correlated with such aspects of learning as perception, cognition, development, education. In this sense, the components of a foreign culture can be defined as learning objectives [1, p. 156].

The process of a foreign language mastering enriches the worldview of students, because they receive information about its original country – customs, foreign culture, learn more about their native language by comparing different linguistic phenomena, forms, thus expanding their philological background. Working with reference books develops a culture of mental work, develops special skills for the rational implementation of educational tasks, and it is a prerequisite for the development of the need for self-education. Mastering a foreign language promotes the development of all types of memory, thinking, especially abstract, as well as such mental operations: synthesis, analysis, etc., it has a positive effect on

the development of abilities such as phonemic hearing, language forecasting, imitative abilities, it promotes the development of imagination and creativity of the students [2, p. 41-44].

The analysis of recent sources and publications

The problem of motivation and attitude to a foreign language is widely described in the works of such foreign authors as: Ellis Rod, Brown H. Douglas, R. C. Gardner [5], W. E. Lambert, D. Wilkins, S. Krashen [7], P.C. Smyth. R. Gardner and W. Lambert studied this problem very thoroughly. They identified two major groups of motivation: instrumental and integrative. Instrumental motivation implies the desire to master a foreign language for certain practical purposes, such as getting a job, reading foreign newspapers or texts, passing an exam or receiving a promotion in hierarchical degrees. This category also includes more negative factors, such as fear of failure and so on. Integrative motivation is the desire to master a language in order to understand and communicate with the people in their native language.

It was originally thought that those who were taught with integrative motivation mastered the language more successfully than those who had instrumental motivation. The recent studies by O. Burcu, G. Carol, M. Degang, W. Huitt, E. Leigh, C. Taylor questioned this statement. It is believed that now these two groups are not completely independent on each other, as it was previously reported: the motivation of the learner may include elements of both the first and the second types, and that indicates the complexity of the problem of motivation.

Presentation of the main research material

During our survey we referred to the psychologist O. Leontiev who sees in the creative nature of language one of the characteristic features of a foreign language in general and a foreign language in particular. All the personal characteristics of the learners are especially evident in the process of foreign language learning, and their connection with the successful of learning feedback is more clearly visible as well. Finally, the peculiarity of a foreign language comprises no fragmentary knowledge of any certain aspects of a foreign language itself but has an independent value, only a holistic knowledge of a foreign language gives an awareness of its usefulness [1, p.127-130].

According to I. Zimnyaya, the main conditions for creating the necessary motivation to master a foreign language are the following:

- 1) the formation of cognitive and communicative needs;

2) the content of educational material, which has for learners educational, developmental and general educational value;

3) the implementation of personal-activity approach.

The first one states that a foreign language, just like a native language, is a means of communication.

Communication requires a motive, a need that has to be formed. The second states that when this need is formed, it is necessary to offer the learner an appropriate subject-semantic content that would satisfy this need. And the third means that the learner is at the center of learning with all his individual psychological features, it is from the standpoint of the learner, the purpose of the lesson is determined. The personal-activity approach assumes equal relations between the teacher and the group of learners, the teacher and the learner as communication partners [3, p.130-131].

According to N. Kuzovlyova, the attitude to the subject itself consists of two components: the interest in it and the awareness of its importance. As a rule, mastering a foreign language is not colored by personal content, which sharply reduces its significance and interest in it. N. Kuzovlyova divides internal motivation in mastering a foreign language into three types: communicative (provides linguistic intent and situational interest), operational-instrumental (provides procedural interest) and cognitive (provides cognitive interest in the subject). External motivation includes socially conditioned (related to the civic motives of students' awareness of social necessity, obligation, that form the content of education) and personality-conditioned motivation (which provides awareness of the need to know a foreign language for future work or study).

If we consider professional intention as a motivating factor, it can be a part of the motives of each type of aforesaid motivation. P. Kozyk combined all the motives in the process of foreign language learning into four groups: a) motives based on the social and personal significance of the subject; b) motives related to a certain type of foreign language and speaking activity; c) socially determined motives; d) motives, which are based on the consciousness of the necessity to learn a foreign language beyond the connection of personal motives of another order [4].

According to S. Grigoryan, awareness of the goals of foreign language learning is not always a solid motivating tool that can support the cognitive activity of learners at the appropriate level. This activity can be supported by the

functioning of procedural, relevant motives (based on the cognitive interests of learners to the studied language). S. Grigoryan identifies two types of motivations that motivate the process of a foreign language learning. On the one hand, these are the needs that come from the psychological model of the individual (goals, requests, perspectives), on the other hand, they are cognitive interests arising from the internal model of educational activity. He describes another important type of motivation, specific to learning a foreign language, namely – the functioning of social motivation based on the need for communication [4].

R. Gardner combined a number of components in the form of a model of motivational characteristics. Although this model was developed on the example of French as a foreign language, its categories are not limited to any language; they can be applied to any foreign language learner. Gardner distinguishes four main categories:

- 1) the attitude to people who speak the studied language;
- 2) attitudes related to the study of a foreign language;
- 3) motivational indices;
- 4) generalized attitude.

The first component includes attitudes towards the community and people who speak the studied language. The second component includes the attitude to the language learning process itself, so to say the learning situation: how the learner perceives the language learning process in the course and the personality of a teacher, what is his parents' opinion about his learning this language. This category also includes the assessment of feelings of anxiety during language classes; the more confident and free the learner feels, the more successful he will be during his knowledge acquisition compared to those who feel anxious during classes.

The first category relates to the learning situation, the second understands the relationships that develop during the learning process. The third category concerns the motives for learning a language, its goals and includes the intensity of efforts made to learn a language. In this model, R. Gardner does not mention instrumental motivation, because, in his opinion, integrative motivation is crucial. This category includes both initial factors, so to say those that occur before the start of training, and those that occur during the training process. The fourth group of variables according to R. Gardner's scheme is a generalized attitude that includes a general interest in foreign languages, the need to achieve and interest in a particular language. Thus, Gardner's scheme includes general personal

characteristics that may have a positive or negative impact on foreign language learning.

R. Gardner's model demonstrates that abilities cannot be considered the only characteristic of a language learner, no less important role belongs to the affective aspect, so called motivation and attitude to a foreign language, which means something more than just a desire to learn the language. The affective aspect includes many components that together make up the overall orientation of the relationship in the complex. This scheme appears to us incomplete. It does not reveal those aspects of the relationship that determine and precede the process of study of a foreign language, and it does not distinguish them from the attitudes that arise in the process of language learning. There is no distinction between more stable, affective personality characteristics from direct affective reactions to language learning, here we mean the situational attitude.

These problems have to some extent been covered in the works of foreign authors who have studied such aspects as:

- a) affective conditions that precede the study of a foreign language (initial affective attitude);
- b) affective conditions that arise in the process of language learning;
- c) finally, the affective conditions that are the result of learning.

R. Gardner and his group paid much attention to the initial attitude to the language. Interest in the affective aspect in the learning process is reflected in some recent experimental approaches that attempt to reduce the negative attitudes of learners when encountering a new language. Finally, very little is said by researchers about motivation as a goal or learning outcome. Affective learning outcomes should not be neglected in determining the goals of language teaching. The question of interest to researchers is the relationship between the affective state with which the learner approaches the study of language, and the level of his achievements. A closer relationship corresponds to a higher level of achievement. Those who are taught by showing a positive attitude learn more successfully, but those who are taught to learn well have a positive attitude towards language. Moreover, recent studies show that the attitude factors studied so far are more important in the early stages of learning than in the later ones. On the other hand, the experience of successful language learning at the initial stage of learning leads not only to its successful further study, but also to a more positive attitude towards it [6, p. 25-36].

The study of the affective aspect was prompted by the belief that the cognitive aspect is not the only one that matters in language learning. Some authors state that the affective component makes no less, and sometimes more, contribution to language learning than the cognitive skills represented by aptitudes or abilities. Thus, J. Schuman argues that affective and personal states are like an engine of cognitive skills that sets them in motion. According to his vision of empathy, the flexibility of the language "I" are factors necessary for the "inclusion" of language tendencies, abilities and other cognitive skills [4].

Many of the ideas used in the study of the affective aspect are to some extent a combination of observations based on common sense, psychological theorizing, and empirical findings. However, little has been done to observe and record the recording of emotional and motivational states in those learning a foreign language during their studies. At the same time, research in recent years has led to the belief in the importance of the emotional component in learning a foreign language.

Investigating the problem of motivation and attitude to a foreign language, in some cases use the term "learning" a foreign language, in others – "mastering" a foreign language. We need to distinguish between these concepts and determine their psychological meaning. S. Krashen introduced the terms "mastering" a foreign language and "learning" a foreign language to distinguish between the conditions in which the process of language acquisition takes place, namely: in the language environment of native speakers or in terms of learning it in the audience [8].

In the natural language environment there are opportunities for constant use of a foreign language in different conditions, in situations where the learner must interact daily with a new language as a natural means of communication, with the possibility of mastering a language other than mastering the native language in childhood. In this situation, a foreign language is a means of ensuring the social integration of the learner into a new social environment. In the classroom, as a rule, a foreign language is studied intentionally, specifically and in a more analytical aspect, ie through systematic study and intentional practice under the guidance of a teacher. However, such a distinction between the concepts of "mastering" and "learning" a foreign language as such, which takes place either only in the natural language environment or in the audience, may ultimately be conditional, although it is impossible to disagree with the fact that during classes opportunities mainly

for language learning, and in real conditions more opportunities for mastering a foreign language.

However, even in a language environment, it is not a mastery but a foreign language learning, for example, in cases where immigrants live in ethnic areas, communicate with their mother tongue and have minimal contact with the language of the country of residence, when the immigrant is forced to learn relatives, friends and colleagues, sometimes with the help of books and other teaching aids. The process of learning a foreign language in the classroom can be seen as creating artificial conditions for learning a language. This study can be simple and informal, when a learner of a foreign language uses the help of a friend in everyday, ordinary environment, or it can be systematic and intentional, for example, in the classroom using the appropriate program [9].

The differences between learning a foreign language in the audience and mastering it in the language environment are not decisive, both of these conditions can be considered as a whole, that is, ideally both of these ways should complement each other. It is worth remembering that the information obtained from a foreign language in certain conditions is perceived and assimilated by those who are taught, differently and may not correspond to their individual characteristics. Making differences between these conditions for learning a foreign language, we believe that we should not be harsh in favor of only one or only the other. In real life, the conditions for mastering a foreign language are far from ideal. Immigrants in a country may not find a person who can help them learn a language, and in a situation of artificial learning a foreign language in the classroom, those who are taught are far from the language environment, native speakers and do not have the opportunity to use a foreign language for outside the classroom, to test their knowledge in practice, although in this case the learner may come into contact with a native speaker, which is an undeniable advantage, because neither a teacher who is fluent in the language nor any technical means can fill the lack of direct interaction with the native speaker of this language [10].

We are convinced that the definition of the concepts of "mastering a foreign language" and "learning a foreign language" should be based not on the conditions of language acquisition, but on the quality of this acquisition. Mastering a foreign language, in our understanding, is an active form of knowledge, the ability to use a foreign language in real conditions in a communication situation, while learning a

foreign language is often the acquisition of language forms - vocabulary, grammar, etc., and usually inability to use language in a communication situation.

In this case, in distinguishing the terms "learning a foreign language" and "mastering" a foreign language, we tend to take the view of N. Shevchenko, who defines the term "mastering" a foreign language as the ability to adequately form and formulate one or another imaginary content with language, and the study or assimilation – as any form of activity of the subject to master a foreign language as a means and means of expression [8]. When learning a foreign language in the classroom, it is necessary to take into account the conditions in which learning takes place. Among the various factors influencing the acquisition of a foreign language, we can name such as the social context, the personality of the learner, the language environment and learning conditions. It is the conditions of learning that are easiest to change and adapt to the social and linguistic environment and characteristics of everyone who is taught. Motivation of mastering a foreign language is very important here, which should be the object of close attention in the learning process.

During the study of a foreign language in the classroom feature of the motivation of educational activities. It is unremarkable that the study of this subject, both in school and in higher education, takes place without pronounced motives for its study, in the absence of the need for a foreign language as a means of communication. Foreign language is not included in a number of special disciplines in higher education and, accordingly, the question arises about the motivation to master it. In the process of learning a foreign language in university, according to the scientist, the motivation of educational activities does not take any significant changes compared to the initial level. Moreover, the vast majority of students do not have motives related to the process of learning a foreign language, with the subject itself. These motives do not appear in the majority of students while studying at a higher educational institution. Basically, the motives for learning a foreign language in higher education are motives of a broad social nature, related to the need to use a foreign language in future professional activities and for general education, so to say here we can talk about motives that are "understood" rather than real acting. At the same time, the importance and necessity of learning a foreign language in the military in a non-language higher education institution is emphasized by many authors [10]. The following main functions of a foreign language as a subject in higher education are distinguished:

as a means of forming a professional orientation; educational function, general educational function.

I. Zymnyaya as a task of learning a foreign language identifies the following: 1) formation, development, education of socially active personality; 2) systematic increase and deepening of professional competence of students; 3) improving the general culture, the culture of language behavior, language communication of those who are taught. This task is correlated with the general and educational goals of education [3].

Conclusion

The specificity of a foreign language as a subject in a higher military educational institution is that its study is not directly related to the life plans of students and cadets, and they are not always aware of the feasibility of its study; there is no clear justification of the goals and set of skills that must be possessed by a specialist in accordance with the qualifications, students and cadets are dominated by formed in high school negative attitude to a foreign language as a very difficult subject that is virtually impossible to learn [10].

In view of all the above, the question arises about the formation of a positive motivation to master a foreign language in order to increase the effectiveness of educational activities in this discipline and improve training in general. In conclusions we may state that many authors assign a special role to the communicative approach to learning a foreign language. The only structure of motives in the process of a foreign language learning is considered optimal in that case when the leading role belongs to the direct communicative activity of the studied language. So, the communicative orientation in foreign language classes can increase the motivation to learn a foreign language.

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