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## **POSITIVE MOTIVATION OF TECHNICAL SPECIALTY STUDENTS TO FOREIGN LANGUAGE LEARNING**

**Аннотация:** В статье рассматривается важность формирования положительной мотивации студентов технических специальностей к изучению иностранного языка. Раскрывается сущность самого понятия «положительная мотивация», анализируются подходы к пониманию данного термина различными учеными. Кроме того, уделяется отдельное внимание исследованию особенностей внешней и внутренней положительной мотивации студентов технических специальностей.

**Ключевые слова:** положительная мотивация, внутренняя мотивация, внешняя мотивация студентов.

**Annotation:** The article is devoted to the importance of positive motivation formation in technical specialty students in a foreign language learning process. The essence of the concept of "positive motivation" is revealed, approaches to understanding this term by various scientists are analyzed. In addition, special attention is paid to the study of external and internal positive motivation features of technical specialty students.

**Keywords:** positive motivation, internal motivation, external motivation of students.

Positive foreign language learning motivation is one of the most significant

tools by which a student not only shows interest in the language, but also strives to upgrade its level of knowledge. Due to obvious necessity for the positive motivation formation among technical specialties students, it is believed to be appropriate to reveal the concept core of "positive motivation" as such.

In Russian psychology, motivation is understood as a complex multilevel regulator of human activeness. Researcher A.G. Kovalev in his work on personality psychology defines motivation as a "stimulus", or as a special sphere that includes wishes, aims, motives and interests in their diversity and mutual influence [2, c. 284]. The term "motive" itself, in the explanatory dictionary of the Russian language edited by S.I. Ozhegov and N.Yu. Shvedov, is defined as "an incentive reason, a reason for any action".

Such native researchers as I.A. Zimnaya, A.A. Leontiev, M.P. Strakhova and others were engaged in positive motivation formation for a foreign language learning. According to the definition of the Russian methodologist I.A. Zimnaya, the concept of "motivation" is defined as a person's desire to learn some issues, using arguments in favor of a foreign language learning possibility, which contributes to the formation of motivation and eliminates or reduce psychological discomfort and uncertainty in his knowledge" [1, c. 49]. To the term "motive" I.A. Zimnaya gives the following definition: "a motive is something that determines, stimulates, and motivates a person to perform some action included in the activity determined by this motive" [1, c. 51]. Based on the above definitions, it becomes clear that the motive generates motivation which motivates a person to perform any actions.

When considering the issue of positive motivation to foreign language learning, E.I. Passov in his works proceeds from the fact that the following components interact in learning:

- the student himself and how he acquires foreign language knowledge, skills and abilities: what motives motivate him to work.
- the teacher and how he teaches, guided by methodological principles, methods, techniques, teaching tools.
- the subject "foreign language" itself – i.e. language and speech units that

students should memorize [5, c. 94].

Thus, the above components of the process of learning a foreign language collectively affect the formation of positive motivation in a student, including technical specialties. E.I. Passov [5, c. 31] identifies two types of a positive motivation: external and internal. The external motivation of learning is determined by external motives, and the internal, respectively, by internal ones. External motives, the motive of debt or evaluation, are not related to the content of the educational material. Internal motives, on the contrary, are related to the content of the educational material: the motives of cognitive activity or the motives of mastering interest in the content of learning as a whole.

In the works of Mustafaeva F.M., motivation is defined as a source of activity and, at the same time, as a system of formation of factors influencing the implementation of any activity [5]. With external motivation, a person is influenced by those factors that are in the world around him, outside of his personality. These factors are often served by public opinion, on which, one way or another, any person depends [3, c. 144]. The child is motivated by parents and teachers, they encourage us to take actions that we perform in order to receive a reward or avoid punishment. So, N. A. Mamaeva claims in her works that external motivation depends on:

- social criteria of influence (motivation of self-affirmation, well-being, when training is carried out due to the pressure of relatives, teachers);
- personal criterion of influence (motivation for evaluation, success, when a student performs work for the sake of evaluation and praise) [4, c. 80].

According to the works of I.A. Zimnaya, various forms of collective activity of students play a significant role in the formation of external motivation. The inclusion of all students in active educational work is of great importance. The use of group forms of learning draws even the unmotivated into the process of activity, since, once in a group of students who collectively perform a certain task, the student cannot refuse to do his part of the work, otherwise he will be criticized by his comrades, and he usually values their opinion, often even more than the opinion of the teacher. In addition, working in a small team, each participant tries to be no worse than others,

there is a positive competition that promotes deepening in educational activity, gives it emotional appeal, which also plays a role in the formation of internal motivation. When a student, working collectively in a group, observes how much interest his work arouses among his comrades, what value this work is for them, then he himself begins to appreciate and understand it [1, c. 54]. Due to this, academic work can be significant in itself, which contributes to the inclusion of activity in the student, which gradually becomes his need and acquires a recognized value for him, which leads to internal motivation of learning. Thus, it can be concluded that it is external motivation that can stimulate a student to pay attention to the subject being studied, try it and, at best, awaken his internal positive motivation for further study.

Methodologists dealing with the issue of motivation to learn a foreign language believe that the main driving force of the process of mastering knowledge is precisely internal motivation, implemented in the educational activity itself. Internal motivation forms the real attitude of students to the subject, thanks to which it ensures progress in mastering a foreign language. According to I.A. Zimnaya, internal motivation is considered to be "the driving force of the activity itself" [1, c. 51], i.e. the process of learning a foreign language itself encourages and motivates the student to further study. Internal positive motivation encourages a person to do business, not because he will receive a reward for the work done, but because he likes to do it, he is interested in it and enjoys either the process itself or its results. The factors that influence the formation of students' internal motivation are their thoughts and feelings.

Internal motivation forms the real attitude of students to the subject and ensures progress in mastering a foreign language. Thus, researcher M.P. Strakhova identifies the following main types of internal motivation, taking into account of the student needs individual development:

- communicative and motivational, determined on the basis of communication needs;
- linguistic and cognitive motivation based on the desire to learn linguistic phenomena, as well as their use in the future professional sphere;

- regional motivation, depending on the subject and the emotional interest of the student [4, с. 82].

Based on the research of I.A. Zimnaya on stimulating positive motivation to learn a foreign language, it can be concluded that the study of each topic of the curriculum includes a motivational stage that helps students understand why and when they need to study a certain section of the program, and what is the main task of the upcoming work.

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