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PSYCHOLOGICAL FACTORS AFFECTING THE INCREASE IN MOTIVATION WHEN LEARNING UKRAINIAN AS A FOREIGN LANGUAGE

The methodology of teaching Ukrainian as a foreign language (UFL) is constantly evolving with an eye on the demands of today. The process of globalization in the field of higher education, along with others, puts an emphasis on the problem of motivation in the study of foreign languages, including UFL. Teaching a foreign language should bring a specific linguistic, communicative, and socio-cultural effect, motivating to achieve the set goals.

Mastering a foreign language is considered as the acquisition of communicative competence on the basis of the formed linguistic competence. But the acquisition of communicative competence can be hindered by psychological barriers. Such obstacles are caused by objective social reasons and reflect the already existing system of social relations. In the psychological literature, motivation is understood as “the process of intervention or the internal state of the organism, prompting or leading it to action” [1, 464].

In connection with the above, we formulate the goal of this work: to reveal the role of psychological factors that enhance motivation when teaching international students the Ukrainian language. Motivation is one of the main reasons that stimulate students to study, to achieve their goals. Motivation (from Lat. *moveo* – I move) is an incentive reason for a person’s actions and deeds [3, 450]. The urgency of this problem is emphasized by many researchers, such as L. Vygotsky, A. Leontiev, I. Zimniaya, A. Markova, Z. Nikitenko, L. Vokhmina, E. Nechaev, and others. Motivation is also a means of active interaction between the teacher and students. For motivation, it is very important to form learners’ positive emotions for the activity and to promote readiness of the trainees to perform an action both at present and in the future.

At present, a number of research studies, related to the influence of emotional factors when foreign language acquisition, are very popular among linguists.

Psychologists say that emotional perception of texts and educational material in general helps students learn a foreign language better and faster. It is very important that the content of the training is able to evoke emotions and interest, to teach to experience and emotionally perceive the curriculum. It is necessary to ensure that students express their opinion, try to understand someone else’s point of view, show a tolerant attitude towards other culture.

The relevance of psychological factors is noted by many experts since the study of a foreign language is a very difficult task. Therefore, language teaching should be built with an eye on the students’ individual personalities: their goals, the availability of learning abilities, their preferences, and life experience.

The main form of student activity is study. It takes place in a team. And here a very important factor is the group membership, because the group members always have an impact on the personality. Relationships among classmates play an important role in study groups. It so happens that conflict situations arise: the interests of candidates for leadership collide; there may be misunderstandings in matters of religion, etc. As the teacher gets to know the group, he/she can assess the nature of the relationship among students and try to avoid the unwanted difficulties.

Recently, there has been a tendency to increase the study groups up to 15 people. Of course, in such conditions, conflict situations and tension in relationships are possible, which

may lead to dissatisfaction with the learning outcomes. In addition, the intensity of the presentation of the material is very high, and the students, not having time to master the grammar, begin to lose interest in the subject and stop attending classes. And here, in order to return the students' interest in the language, extracurricular activities come to the aid of teachers (excursions, faculty events). For many years, the International Education Faculty of NTU "KhPI" has been holding a New Year's lesson, a regional cultural event "Spring and Geography", where international students make presentations about their countries. The Student Scientific Conference and the final concert "Farewell, the beloved Faculty!" are of much interest. All these allow students to communicate, improve their foreign language skills, and, most importantly, increase their interest, and, therefore, motivation for learning a foreign language.

In UFL teaching, there is a positive motivation for success. With such motivation, the students' actions are aimed at achieving constructive, positive results. The fascination of the educational process, novelty, creativity arise interest among students. The task of the teacher is to increase the motivation in mastering the language, to make sure that the interest in it is constant and stable. Success is a concomitant factor of interest. The practice shows that success in mastering oral and written speech stimulates international students to new achievements.

However, the content of training is not always filled with interesting texts, exciting assignments, and exercises that can cause students to have a positive attitude towards a foreign language and create motivation. Psychologists argue that only learning which has a personal meaning for the student can motivate and stimulate his/her desire to study the subject. And the discrepancy between the content of teaching and the intellectual potential that students have in their native language leads to a decrease in internal motivation to learn a foreign language, which ultimately affects not only the effectiveness of the educational process, but also the emotional perception of other language and other culture [4, c. 33].

Very often, when learning the Ukrainian language, international students have psychological barriers, such as lack of self-confidence, low self-esteem, inability to speak a foreign language; some of the students do not even know if they will need this language in future, because part of them may continue study at NTU "KhPI" or other universities of Ukraine in English. Therefore, it is important not only to understand, but also to realize the importance of knowing the language for oneself. It is necessary to ask the question why I am studying the language: to communicate with friends from other countries, to read and translate unadapted literature, to watch films in the original, or to get a prestigious job.

Psychologists V. Rotenberg and S. Bondarenko analyzed the factors that contribute to maintaining students' interest in the learning process. We consider some of them.

1. The study should be varied. Monotonous learning quickly causes boredom.
2. To maintain interest in the language being studied, it is necessary to talk about its importance.
3. Learning should be difficult, but feasible. Too easy or too difficult material is not usually interesting.
4. There should be a mandatory assessment of work results. The more often even small achievements are noticed and approved, the more interesting it is to work. The teacher's praise gives a confidence in one's abilities and a desire to achieve more.
5. The imagery of the teaching material and the emotionality of the teacher affect the students and their attitude to the subject. The teacher must be genuinely passionate about his/her work; students see and feel it, and their motivation to learn the language grows significantly [2].

Thus, one of the most effective ways to increase motivation is to create conditions in which international students can apply their knowledge of a foreign language (Ukrainian) in practice, so that they are focused on specific areas of its application. When teaching, it is necessary to take into account the interests of students and their psychological characteristics. In the content of training, it is necessary to select the means and forms to meet the learners'

linguistic needs. Perhaps in this case, there will be fewer students who study a foreign language “just for the sake of a diploma”.

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FORMING STUDENTS' MOTIVATION TO LEARNING ENGLISH AS A FOREIGN LANGUAGE

It is clear that the first problem faced by any person learning a foreign language is the so-called "language barrier". In a nowadays world, where you can use a variety of gadgets and applications to translate individual words and phrases, this problem is more psychological than linguistic. Experts provide a lot of advice and techniques on how to overcome the language barrier in communication, mostly reduced to recommendations to use a foreign language in practice as often as possible. But quite often, when trying to speak a foreign language, especially with native speakers, students fail due to incorrect word usage or misunderstanding of certain grammatical constructions, which leads to feelings of embarrassment, frustration, and sometimes fear of making mistakes, and therefore acts as a serious demotivating factor in learning foreign languages.

Teaching English as a second language is one of the most rewarding careers you could have. It's an opportunity to exercise your teaching skills, immerse yourself in an exciting culture, meet new people from all over the world, and travel to countries you've never visited [2]. As with any teaching job, teaching English as a second language is not without its challenges. Here are a few to be expected. Lack of resources: depending on where you teach abroad, you may end up in a classroom with little to no supplies. You might have to create your own using recyclable materials. Limited Support: teaching a room full of strangers a new and foreign language can be difficult. Your family and friends might be miles away, and the majority of the staff might speak a different first language. It's important when teaching abroad not to let distance or lack of support get you down. Language Barrier: Moving abroad to teach might require you to learn a new language. In the beginning, you might find it difficult to communicate with people during your day-to-day. It's important to remember that your students feel the same frustration when trying to learn English [1].

For instance, while teaching new vocabulary can be fun for both student and teacher, grammar can be a problem even for people whose mother tongue is English, so imagine teaching