



PEDAGOGICAL MOTIVATION IN FOREIGN LANGUAGE LEARNING, GENERAL AND INDIVIDUAL MOTIVATION

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ANNOTATION

This article is about the peculiarities of the formation of pedagogical motivation, general and personal motivation in the study of a foreign language.

KEYWORDS: *scientific, pedagogical, educational, innovation, development, message, communication, foreign language, personal, motivation, method, activity, attitude.*

Аннотации: Статья об особенностях формирования мотивации, общей и личностной мотивации при изучении иностранного языка.

Annotatsiya: Ushbu maqola xorijiy tilni o'rganishda pedagogik motivatsiya, umumiy va shaxsiy motivatsiyashakllantirishning o'ziga xos xususiyatlari to'g'risida.

The time itself appoints modern specialists in a foreign language of any specialization that is not linguistic. "Knowing at least one foreign language at its level is not social and professional communication, the ability to change specific vocabulary and professional terminology." The standard requirements are that the specialist must understand not only what is written, but also speak and write and speak effectively the level of movement in a foreign language communication that implies ability is much higher in language, speech, and non-linguistic preparation.

Modern study of social problems has a general cultural significance, general professional and narrow professional competencies. Although it is important to know foreign languages, it is not enough for students to master it. In addition, the level of their efforts does not meet the requirements for mastering a foreign language in churches. Using academic terminology, we construct a formula as a low level of student motivation. The problem of this work is for masters to learn a foreign language .. The process of mastering assimilation in a foreign language in the artificial environment of the classroom has a number of features and difficulties. The unequal response is that taking students to academic activities has a different "personal

meaning" to them in terms of teaching. In any case, students are encouraged to learn based on certain things other motives or systems of motives that differ in importance. The problem of a sufficient level of student activity is the object of this research - the basis for determining the motives of mastering the foreign language of master engineers. In the list of difficulties that hinder the study of foreign languages by masters of the department of interdepartmental base language "Applied Naya Physics and Space Technology" Siberian Federal University, the problem of motivation in the first place. Not all students know why they need to learn a foreign language. The curriculum does not include a motivational block. The materials and skills learned do not always match the expected results and are the practical competencies required by the students. Therefore, we consider it necessary to organize a foreign language course. language based on the study of students' requirements. We learn foreign language practical skills and areas, things that students find important and necessary for themselves. Future masters are professional engineers. Parties with one, they are eager to learn, formed ideas about their professional future, formed learning inquiries. On the other hand, every non-foreign language student is increasingly overwhelmed by external



motives such as smoke, such as "diploma education" internal motives, such as "use the acquired knowledge in future work" and "in the right situation, use the acquired knowledge" [6]. However, the analysis of the works shows that their authors are investigating that the motives of students of various non-linguistic educational institutions are motivated to learn a foreign language, the range of students turns out to be much more "blurred". Shvalovoy GV A public opinion poll was conducted on the issue

According to students, the objectives of learning a foreign language are: activity for use in the professional field communication with people of different nationalities, for general cultural education. Learning motives are well known to foreign language students, evaluate each of the options offered high enough, but choose in favor of career-related motives. In assessing their status in the process of studying abroad, the opinion of students was divided into two: I like learning a foreign language, learn with great pleasure -, but of students They complained about not being able to learn a foreign language. Melexina E.A. and Onal IO, studying the motivation of students, medical and technical universities have concluded that the motivations of medical students to study at the university are the motivations of technological universities: career-oriented, cognitive and prestigious-utilitarian, the first of which is broad social can be described as external, and the latter in a narrow range. The desire to "deepen" and "solid knowledge" is related to the content of educational activities and therefore it is considered an internal motivation. That is, respondents are motivated students to study in general, there is an external or external advantage. relatively unanimity in the answers of students. Studying the direction of motivation to learn a foreign language strange language generally confirmed a low assumption related to the level of internal development i.e. educational activities. Students believe that a good knowledge of English helps Competitiveness in applying for a job on a personal computer and provides employment; making it easier to travel abroad; contributes to the improvement of general and specialized knowledge; comprehension of lyrics; acquisition of new knowledge; development of memory and thinking; barriers to participation in international conferences communication with native speakers and dealing with them business and personal correspondence; the ideas of important people and being in step with their peers that allow them to meet the requirements [8]. Empirical studies with language masters were conducted to study the specific features of foreign learning motives.

In second place are knowledge and career opportunities. Thus, the main advantage of most students is the ability to communicate with knowledge of a foreign language native speakers. This explains the truth primarily by the importance of learning tasks, they give an idea about foreign speech and the ability to speak a foreign language communicative. In turn, the ability to communicate in the native language, the ability to avoid the language and travel around the world, create problems, which, in their opinion, is another key thing to learn a foreign language the result of content analysis. The purpose of the use of foreign language knowledge in a professional language the ability to read scientific literature, students put in the second place, in the third place the opportunity to go abroad to a permanent place of residence, and then - the fourth and fifth places - the acquisition of knowledge self-development, self-esteem and career opportunities. Let's compare our foreign language learning motives, professional interests come first, communication with representatives of different nationalities comes second, and third is general cultural training. Graduate students, in contrast to graduate students, are interested in the professional interests of countries (reading scientific literature in the original) in the second place, in the first place they are - communication and then - perception and self-development. This difference can be explained by the fact that SibFU masters have already decided to choose a profession. each has its own workplace. After studying for a master's degree, they improve in their chosen professions. Therefore, they are interested in several more issues - this opportunity is personal and professional - expand your horizons, learn by working with representatives of other countries and nationalities, working and living conditions abroad. Therefore, comments with a different culture of clear understanding and speaking a foreign language in order to know the desire free. And for them, this direction is a priority. In the profession they took place, but anyway, they deliberately put professional interests second: they were engaged in professional activities, they came to participate in international conferences and meetings, read and publish scientific articles to know a foreign language they lack for free. To us the classification of motives is divided into sub- external and internal. It is difficult to characterize, for example, the motive "Treasures of the ability to make purchases on the Internet." Which category - external or internal reasons - can be associated with this? internal motives. The ability to identify the type of more problematic cognitive motive, language of interest. On the one hand, it is an internal motive. On the other hand, without providing the applicable value, it



can remain declarative, formally applied by the student and ta' no secret really with his efforts in language learning. According to the results of empirical research we formulate globalized practical typology of motives in the study of foreign languages by students of non-linguistic specialties: The field of application professional, communicative, personal growth and application. Intended to use: effective and declarative, where actions define and The declaratory are effectively used by the subject in connection with the actual behavior. The only model of motives for learning a foreign language for a student There are currently no non-linguistic universities out there.

Analysis of motives for the study of foreign languages for interdisciplinary masters Call of the Department of "Applied Physics and Space Technology" Siberian Federal University shows that the specifics of their professional activities and future activities are promising, primarily communicative motive, the second - professional reading scientific literature, the third - the opportunity to live and work abroad and four - this, the growth of self-esteem and opportunities career growth. Based on the content of the motives of graduate students, we have formed conclusions about the organization of the process of studying abroad in a strange language. Table 4 shows the forms of working with a student with depths with different motives. Type Cause Communication Professional Personal growth is applied Effective Communication active sub- action Business and role-playing games Discussions Existence of tasks Really professional actions - translation, written texts Compatibility Assignments of interest to the artist and valuable student, design costs Denmark Application software Denmark - buy flights foreign language website, booked dormitory hotel declaration- hard Game play games Read and re-read professional waters natural texts Compatibility for dissertation assignments drawings and valuable student Practical tasks Thus, for students whose main motive is communication, the most effective form of teaching is interactive interaction of teaching methods, including communicative learning technologies - discussions, o' yins, dramatization, development The most common simulated communication situations tear options for relationships in real conditions. All this helps He wants to solve the problem of communication with native speakers. In the process of demonstrating different communication situations, one learns linguistic expressions along with the situation (gesture) (i.e., functionally meaningful behaviors). In a given situation, the student unconsciously masters the language system. In addition, the methodology of communicative teaching techniques involves the creation of

information fields - an atmosphere that is impossible without the benevolent gang, because a stressful situation blocks a person's consciousness and, accordingly, blocks the acquisition of language. The choice of communication and language topics is made on the basis of the material, its communicative value, style, relevance to the life experience and interests of students.

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