

хорошей физической формы на момент поступления в университет, а также даст стимул к дальнейшим занятиям.

Таким образом, успех использования самостоятельных занятий физической культурой в системе физического воспитания в университете в значительной мере связан с надлежащим формированием у студентов соответствующей мотивации, которая является индивидуальной для каждого обучающегося.

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#### **МОТИВАЦИЯ К ИЗУЧЕНИЮ ИНОСТРАННОГО ЯЗЫКА КАК КОМПЛЕКСНЫЙ ПРОЦЕСС В КОНТЕКСТЕ ИННОВАЦИОННОЙ ПЕДАГОГИКИ**

#### **MOTIVATION TO LEARNING A FOREIGN LANGUAGE AS A COMPLEX PROCESS IN THE CONTEXT OF INNOVATIVE PEDAGOGY**

**Аннотация.** В статье представлен анализ понятия мотивации к изучению иностранного языка в контексте инновационной педагогики. Мотивация рассматривается как комплексный процесс с применением инновационных технологий обучения. Определены условия развития мотивации к изучению иностранного языка, приводятся некоторые примеры формирования мотивации на уроках английского языка в школе и университете.

**Abstract.** An analysis of the concept of motivation to learn a foreign language in the context of innovative pedagogy is presented in the article. Motivation is considered as a complex process with the use of innovative learning technologies. The conditions for the development of motivation to learn a foreign language are defined, and some examples of the formation of motivation at the English lessons at school and University are given.

**Ключевые слова:** инновационная педагогика, инновационные технологии обучения, методика преподавания иностранного языка, мотивация, успешность, университет, студент.

**Keywords:** innovative pedagogy, innovative teaching technologies, methods of teaching a foreign language, motivation, success, University, student.

Modern methods of teaching a foreign language in the light of recent changes and innovations in the education system develops and implements innovative teaching technologies. Of course, they are closely related to the formation of motivation to learn a foreign language. Let's consider some conditions of motivation development in modern conditions.

Tylets V. G. believes that " the main and indisputable factor of successful learning of foreign languages, and all learning in General, is motivation, which has a great impact on educational activities." (Cit. according to Baranov: [2]) it is Necessary to distinguish between external and internal motivation. Iohvidov V. V. believes that " educational motivation can be divided into external (broad social, narrow personal motives) and internal (methods of learning)." (Cit. by Baranov: [2]). Thus, Baranova E. V. indicates the following characteristics of motivation: orderliness, subordination, consistency, dynamism. It also brings about the classification of two types of characteristics: dynamic and substantial characteristics. Dynamic characteristics: stability, degree of satisfaction, emotional color, silt, intensity, speed of occurrence. Content in turn: the focus of activity on certain components of educational activity, the personal significance of the motive, the place of the motive in the structure, the level of awareness [2].

Motivation for learning a foreign language will vary in intensity, depending on where the student is located. According to U. G. Mamarasulov, students can be divided into two groups:

1. located in the environment of the language being studied,
2. located outside the environment of the language being studied.

These groups will have different degrees of motivation, since, being in the country of the language being studied, the student will feel the need for a language to survive in society. The second group of students in any case will have to use artificial means to recreate the conditions of communicative necessity. The difference in the student's location relative to the language environment determines two main types of motivation formation conditions [4].

Privorotova Yu. V. supports the opinion of Mamarasulova U. G. on the importance of internal motivation: "the motivational and motivational sphere of the subject of the educational and cognitive process can be influenced by the nature of activity. This is so-called internal motivation. This motivation is basic and relevant" [5].

Internal motivation characterizes in particular the student's conscious need for knowledge. However, it is not enough to simply explain or postulate the importance of the subject to generate such motivation. A student who is faced with a problem due to a lack of knowledge of the subject being studied will be motivated to learn the subject in order to avoid similar problems in the future.

Motivation in learning a foreign language has a number of features that are due to the peculiarities of learning any foreign language. The obligation to learn a foreign language, usually English, itself contributes to the development of additional motivation, which is not internal. Without learning the language, the student does not receive a document of education, which is a basic motivation for all students, especially schoolchildren.

In adult life, after graduation from school, University, etc., a person still feels the need for knowledge, but the main motivator will be the need to obtain knowledge available in a given language, as well as the ability and need to communicate, that is, communication orientation as a feature is also a kind of motivator.

Many methods of motivational activity of teachers are based on the ability of language to be both a goal and a means of teaching. For example, to read an interesting book or watch a movie, to learn new facts from the life of idols, modern schoolchildren are forced to learn the language. This fact is also used by teachers, allowing students to use their interests in learning the language [1,3,8].

The socio-cultural conditionality of a foreign language as a subject is closely related to the previous feature. In some cases, the motivation to study is not only the desire to learn something or communicate with someone, but also the desire to go to a country where the

language is spoken, so language learning, which allows you to simultaneously study the culture and history of countries where the language is actively used, is an additional motivator.

Motivation, in itself, according to Furmanova V. P. [6] and others, when learning a foreign language can be reduced to several main points: the desire for socialization, the need to learn new things and, most importantly, the need for communication. These items are similar to the listed features of learning a foreign language, in comparison with other subjects.

Provorotov V. postulates of critical conditions, positively affecting motivation, learners of a foreign language [5]:

1. professional interest and, accordingly, awareness of the practical and theoretical significance of the knowledge obtained for future professional activity;
2. the teacher (his personal characteristics, methodological literacy);
3. involving the emotional component in the learning process (using game techniques, creative tasks);
4. creating a situation of success and a promising future.

All these conditions are not specific to a foreign language, they are also specific to other subjects.

M. R. Dengina focuses on the pleasure of learning as the main motivator of the student. It emphasizes the need to take this factor into account in both academic and extracurricular activities. Of course, it is the pleasure of learning, which can be caused by the features and conditions listed above, that is the main component of internal motivation [8]. Almyashova L. V., Mityakina O. V. consider the positive impact of extracurricular scientific and educational activities on the motivation of students of technical universities to study foreign languages on the example of German and English. Through the use of sectarian forms of self-organization of learning activities, for the period from 2008 to 2011 increased the number of students involved in the working group, and, as a consequence, the number of awards received by members of the circle. Students participating in the circle were divided into two groups during this period: those who study German and those who study English, which, according to the authors, also indicates a positive effect of extracurricular activities of this format [8].

Kazakova Yu. L. gives an example of educational and telecommunications projects as a possible way to develop motivation when learning a foreign language. She emphasizes the importance of the Internet in teaching a foreign language, considering this network as an accessible source of information and a natural language environment [3].

The experience of Kazakova Yu. L., Almyashova L. V. and others shows the effectiveness of the cognitive type of extracurricular activities as a motivator for learning a foreign language. In this paper, we consider an example of entertainment and leisure activities that are more likely to lead to pleasure, and this can serve as a more solid basis for the formation of internal motivation to learn a foreign language.

Game exercises are no less effective. They are strong motivators. The data of social psychology to explain why a game, even when conducted in the process of learning, motivated in such a high degree. The game is fun in itself, which means that you do not need additional external incentives that will encourage the student. Internal motivation, which appears during the game, is more effective than external motivation.

Motivation at all stages of personal development plays a huge role, because mechanical memorization gives an incomparably smaller effect than the study of conscious, focused, purposeful. Depending on the age, not only the features of motivation may differ, as mentioned above, but also the physiology of the individual, as well as his psychological development.

A child under 10 years of age and an adult of 40 years of age, of course, will not only be motivated by different reasons, but will also represent organisms with fundamentally different structures. Psychological attitudes will also differ significantly.

Thus, motivation is a complex complex process with a hierarchical structure and systematic relationships between particular elements of motivation.

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### **СОЦИАЛЬНАЯ ЗРЕЛОСТЬ ОБУЧАЮЩИХСЯ КОЛЛЕДЖА И ОБРАЗ ПРОФЕССИОНАЛЬНОГО БУДУЩЕГО: ИТОГИ СОЦИОЛОГИЧЕСКОГО ИССЛЕДОВАНИЯ**

### **SOCIAL MATURITY OF A COLLEGE STUDENT AND THE IMAGE OF A PROFESSIONAL FUTURE: RESULTS OF A SOCIOLOGICAL RESEARCH**

**Аннотация.** В статье рассматриваются итоги социологического исследования, посвященного видению образа профессионального будущего обучающимися колледжа. Обосновывается связь социальной зрелости личности обучающегося, мотивации к обучению с видением профессионального развития.

**Abstract.** The article discusses the results of a sociological study on the vision of the image of a professional future for college students. The connection of the social maturity of the student's personality, motivation for learning with a vision of professional development is substantiated.

**Ключевые слова:** социальная зрелость личности, образ профессионального будущего, колледж, профессиональное образование.

**Keywords:** social maturity of an individual, image of a professional future, college, professional education.

Получение профессионального образования – значимый период в жизни человека. Обучение специальности предполагает формирование у будущих специалистов общих и профессиональных компетенций, а также выработку у обучающихся осознанной мотивированной готовности к саморазвитию и повышению уровня профессионального мастерства. В качестве интегративного новообразования, получаемого в результате процесса обучения и воспитания в колледже можно рассматривать социальную зрелость выпускников.