

THE IMPACT OF MOTIVATION IN LEARNING FOREIGN LANGUAGES

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Abstract: This article deals with the role of motivation to acquire a foreign language as well as identifying the type of motivation which create effective learning process. One of the most important tasks of a teacher is to increase motivation to learn English, to try to find an optimal way for each teacher to solve the task, to use traditional ways and methods of influencing students to get acquainted with the culture of the country under research , one of the most effective technologies, game technology and others will be covered in this article.

Key words: Motivation, success, intrinsic motivation, extrinsic motivation, integrative motivation, instrumental motivation, game technology.

INTRODUCTION

Many people believe that one can be successful in learning language if one is committed, faithful or intelligence. But, the foundation of each of these qualities lies in believing the power the person has, and working accordingly to achieve the goal. There are many people, who are skilful, good and soft spoken, intelligent and even faithful, but only some are successful in achieving their goals. While all of these characteristics are equally important and act as the medium for success, the most important is the motivation to cope with circumstances and keep our spirit goes on in the most difficult situations.

Motivation is a key factor for explaining the success or failure of any difficult activity. We know that success in a task is due to the fact that someone is motivated. In other words, motivation refers to the combination of attempt plus desire to obtain the objective of learning the language plus desirable attitudes towards learning the language. That is, motivation to learn a second language refers to the extent to which the individual works or tries to learn the language because of a desire to do so and the contentment experienced in this task. Effort alone does not indicate motivation. The motivated person spends effort towards the aim, but the person expending effort is not inevitably motivated (Gardner, 1985).

Motivation provides learners with an aim and direction to follow. Therefore, it has a key role in language learning. Due to the lack of enough motivation, some difficulties may happen for learners. Without desire to learn, it is very difficult for learners to gain effective learning. As Huitt (2001) stated that paying attention to the importance of language will help learners improve their motivation to learn even if they do not have enough intrinsic motivation. It can be stated that teachers should be aware of significance of motivation in learners' language learning and through some changes they can help learners increase their motivation.

MAIN PART

Motivation is one of the key issues in the field of education. At the same time, it is one of the most sensitive subjects. Having said that, it is helpful to understand that there are different types of motivation, for this will enable teachers to identify which approach they need to take to motivate their students according to their teaching context. The most basic types of motivation are intrinsic and extrinsic. According to Deci (1975), intrinsically motivated behaviours trigger “internally rewarding consequences” such as the “feeling of competence and self-determination” (p. 23). On the other hand, extrinsically motivated activities lead to

certain rewards such as diplomas, prizes and good marks. Brown (2000) points out that even punishment can be an element, for it creates the motivation to avoid it. Brown claims that extrinsic motivation is usually weaker than intrinsic due to its addictiveness and dependency: depriving students of rewards could lead to demotivation. However, Brown also argues that some rewards (extrinsic motivation) such as positive feedback from the instructor could increase the level of self-determination (intrinsic motivation). Accordingly, as Wu (2008) states, language learners need both extrinsic motivation, which teachers have the possibility to initiate, as well as intrinsic motivation.

Two other important motivation types in language learning are integrative and instrumental (Gardner and Lambert, 1972). Integrative motivation refers to students who wish to integrate into the target culture. If a student is instrumentally motivated, his/her goals are to achieve a certain reward such as promotion or good grades. Gardner and MacIntyre (1991) subsequently refer to these types of motivation as orientation, for orientation is not always related to one's motivation. For instance, one can have high integrative orientation with little wish to learn the target language. Integrative and instrumental orientation don't have to be thought of as mutually exclusive as a student can have the urge to obtain good grades and at the same time want to integrate into the target society.

Consequently, one of the most important tasks of a teacher is to increase motivation to learn English. Each teacher tries to find an optimal way to solve the task. Under the study, the use of traditional ways to get acquainted with the culture of the country and methods of influencing students, new technologies are being introduced, one of which is game technology.

Educational games are a strong motivating factor in the process of learning a foreign language. The game helps to maintain the interest and activity of students, to support the interest and activity of students, to create a desire among students to

communicate in a foreign language. Games facilitate the process of making the teacher liven up the lesson, have a natural connection to the educational dialogue in the learned foreign language, make the learning process interesting.

Play activities during the reading process perform the following functions:

1. The function of education is development, attention, perception of information.
2. The function of education is to educate the partner in the game with a careful, humane attitude.
3. The function of entertainment is to create a comfortable environment in the classroom, to turn the lesson into a fun adventure.
4. Communicative function - to create an atmosphere of interlingual communication, to establish new emotional connections on the basis of cooperation in a foreign language.
5. The function of light rest is to remove the emotional stress caused by intensive study of a foreign language by the load on the nervous system.
6. The evolving function perfects the personal characteristics of the individual qualities

CONCLUSION

In conclusion, motivation is a very important and effective factor in the field of learning language. Thus, the language teachers and lecturers should discover, realize, and pay attention to the personality of their students. Moreover, they should be aware of motivation, its high importance, and its types and use them according to that specific personality type, to create practical, useful, and effective language classroom in their teaching process.

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