

PEDAGOGICAL CONDITIONS IN FORMATION OF MOTIVES IN FOREIGN LANGUAGES ACQUISITION WITHIN HIGH SCHOOL

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The article deals with the problem of creating pedagogical conditions and pedagogical means in development of motives in foreign languages acquisition in order to encourage students become more involved and integrated in teaching process. The main attention is given to the elaborated system of psycho-pedagogical conditions and pedagogical means fosters not only communication skills, but also promotes active verbal interactions.

Keywords: *motive, pedagogical conditions, pedagogical means, teaching process, active verbal interactions, communication skills.*

CONDIȚII PEDAGOGICE DE FORMARE A MOTIVAȚIEI PENTRU ÎNVĂȚAREA LIMBILOR STRĂINE ÎN CADRUL LICEULUI

Articolul pune în discuție problema creării condițiilor și mijloacelor pedagogice de dezvoltare a motivației învățării limbilor străine pentru ca elevii să se implice și să se integreze mai mult în procesul de predare. O atenție sporită este acordată sistemului de condiții și mijloace psihopedagogice care încurajează nu doar formarea abilităților de comunicare, dar și interacțiuni verbale active.

Cuvinte-cheie: *motive de învățare, condiții pedagogice, mijloace pedagogice, proces de predare, interacțiuni verbale active, abilități de comunicare.*

The given research is dedicated to the problem of development of motives for foreign languages acquisition by high school students. Motivation is an important factor that contributes for the acquisition of foreign languages. But how can teachers motivate their students to learn a foreign language, increase their students' self-confidence and interest in the language? That has been the primary concern of the researchers dealing with the area of foreign language learning, to show how students process new information and what kinds of strategies they employ to understand, learn or remember the information. The research has shown that teachers can influence students' motivation; that certain practices do work to increase time spent on task; and that there are ways to make assigned work more engaging and more effective for students at all levels, the use of specific learning strategies and techniques while studying foreign languages leads to success. The conscious, tailored use of such strategies is related to language achievement and proficiency (Oxford, 1994).

The purpose of the present study was to describe motivational processes in a situation where creating optimal language learning environments becomes a primary concern of language teacher and to develop the system of psycho-pedagogical conditions and pedagogical means in formation of motives for foreign languages acquisition by High School students. On the basis of goal theories this study broadens existing perspectives and moves toward to a systemic approach. A systemic approach sees an individual student's learning situation as phenomenon where not only goals, but also learner's prior learning experiences and teacher-student interaction affect the long-term development of learning activities. A model of students' adaptation and motivational orientation to learning and performance situation has been constructed in order to analyze parallel motivational, affective and cognitive aspects of students' adaptation in instructional settings.

This paper provides the factors that affect motivation, gives various implications and strategies for increasing foreign languages learners' motivation. It also stresses the importance of language learning strategies for foreign languages learning and the teacher's role in strategy training.

In the theoretical dimension of the thesis, the psychological and pedagogical bases have been worked out for foreign languages acquisition by high school students. Motive is reviewed as a psychological phenomenon in the structure of learning activity. The tendencies in the development of motives for foreign languages acquisition have been analyzed, in order to demonstrate students' motivational interpretations in a progressive inquiry project.

The experience dimension of the research implies the system of psycho-pedagogical conditions and pedagogical means in development of motives for foreign languages acquisition within high school. The study focused on examining whether students representing different motivational orientations would be able to pro-

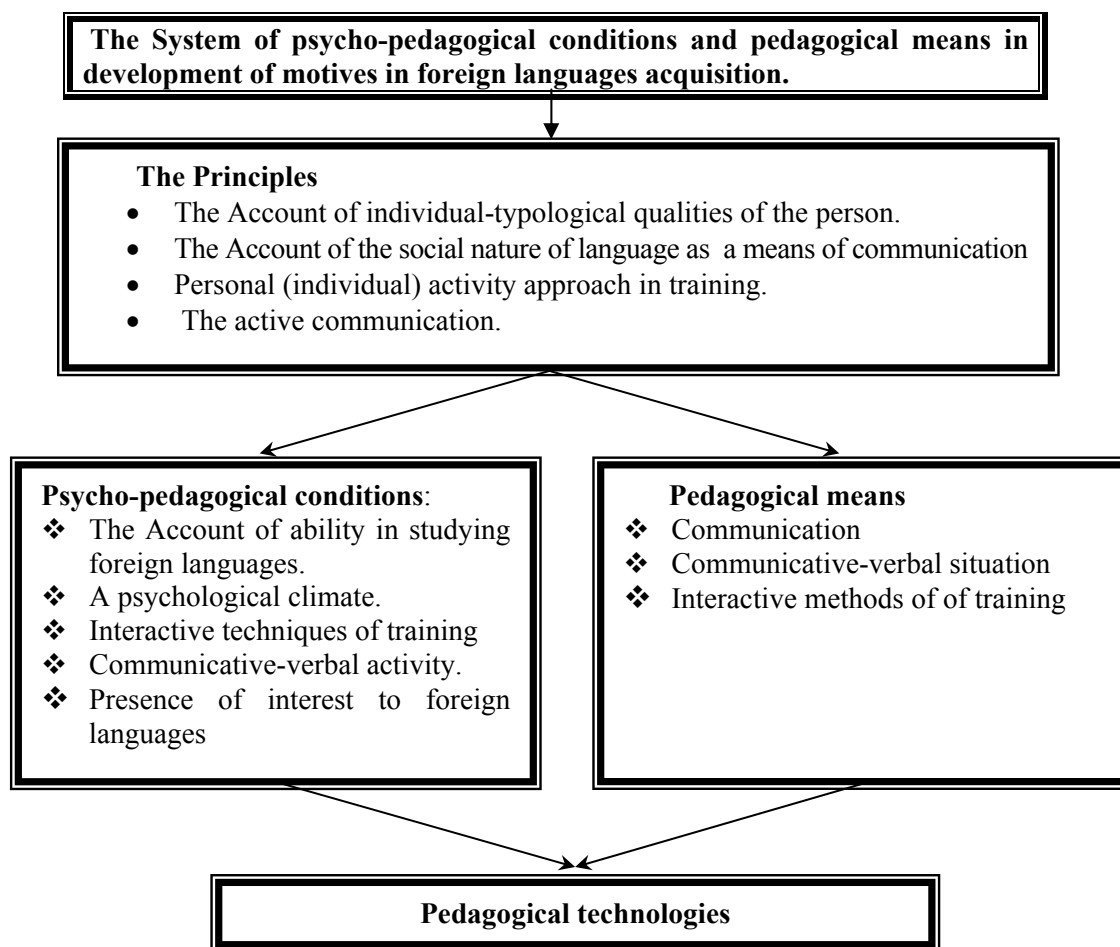
ductively function in an environment, where such extensive components as communication, communicative verbal situations, active technologies and techniques for foreign languages acquisition were encouraged in challenging academic work.

Everybody needs motivation. Everybody needs to have a reason for action. We, teachers, need to be committed to offering students the opportunity to believe in themselves and achieve great things. According to Webster, to motivate, means to provide with a motive, a need or desire that causes a person to act.

Regarding to the statement and in conformity of the purpose of our study we have developed the system of psycho-pedagogical conditions and pedagogical means in development of motives in foreign languages acquisition, which in our research is based on the following principles.

Teachers can help students improve motivation by showing that foreign languages learning can be an exciting mental challenge, a career enhancer, a vehicle to cultural awareness and friendship and a key to world peace thus making the foreign languages classroom a welcoming, positive place where psychological needs are met and where language anxiety is kept to a minimum. Teachers can urge students to develop their own intrinsic rewards through positive self-talk, guided self-evaluation, and mastery of specific goals, rather than comparison with other students. Teachers can thus promote a sense of greater self-efficacy, increasing motivation to continue learning foreign languages.

Therefore, efforts to increase the linguistic competence of students may depend on the creation of classrooms that foster not only communication, but also a deeper appreciation for English-speaking cultures. In order to make the language learning process a more motivating experience language teachers need to put a great deal of thought into developing programs which maintain students' interest and have obtainable short term goals.



Teachers can observe circumstances under which learners acquire language and can make adjustments toward creating optimal learning conditions and situations. In designing learning activities, the language teacher should remember that because language learning focuses on both the accuracy and appropriateness of

application in various contexts of use, learners must be given opportunities to participate as language users in multiple contexts. These opportunities will result in learners' heightened motivation and awareness of the intricacies of language use.

The following means allocated by us are **active methods in training the foreign languages**, directed to creation of optimal motivation which is widely described in the work.

Thus, skilled-experimental check of the system of psycho-pedagogical conditions and pedagogical means in development of motives in foreign languages acquisition by high school students has allowed receiving the experimental data showing the qualitative change of motivation level of pupils in experimental classes. It has been shown, that the developed system of psycho-pedagogical conditions and pedagogical means provides strengthening of personal sense in foreign languages studying, increases sensibleness and effectiveness of educational motives, increase of positive emotions, raises the level of academic performance.

In the long run, there is no "magic formula" for sustaining motivation in learning. As the first point we need to experiment and take risks. The starting point, however, has to be, trying and understanding, why some students are not motivated and not simply blame them for not being interested. If we start from the assumption, which I believe is true, that all human beings in the right circumstances are naturally motivated to learn, we need to ask ourselves: What can we do, to sustain motivation, which is actually a contributing factor in foreign languages acquisition?

The research has indicated that the elaborated system of psycho-pedagogical conditions and pedagogical means, which has been experimentally examined, determines the extent of the learners' active involvement and attitude toward foreign languages acquisition. The given results of the research prove that the elaborated system of psycho-pedagogical conditions and pedagogical means fosters not only communication skills, but also promotes active verbal interactions. It can be applied in the educational process in High schools.

In the long run, high schools that develop content and communicative base curriculum for their foreign language programs will be in the best position both to motivate their students and help them acquire the linguistic and cultural skills they need in the twenty first century.

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