Development of Students' Cognitive Motivation for Studying English

Olga Mishchenko [a,*], Dmytryk Alina [a]

[a] Kharkiv Humanitarian Pedagogical Academy, Ukraine

Abstract

The idiosyncrasies of developing motivation for learning English Language as a foreign language are revealed in the article. The authors emphasize that the question of how to help students to overcome the language barrier as soon as possible and to incite their interest for a foreign language is relevant and not completely resolved. As practice shows, foreign language teachers working at schools are in dire need of improving the communicative foreign language teaching methods and forming the interests and motives for learning the language among students. The authors give a description of modern aids of increasing students' motivation to learn a foreign language, taking into account all the gains.

Keywords: foreign language, motivation, motive, students, studying.

Introduction

The effectiveness of the classroom work of the English teacher depends on knowledge and taking into account the age-related psychological characteristics of students. The teacher needs to understand the psychological essence and the origins of this state and in every possible way, support and intensify the interests in successful study of English (Nikolaev, 2002). Not only will the children get excellent marks in the school discipline, but they could also freely use the language in their daily lives (Sweller, 2017). As in any other case, for studying English, a child needs a positive motivation – that is, the desire to be engage, the need for this and of course the interest. Without all these parents and teachers' efforts will be doomed to failure: the child will either not study or study only not to be punished (negative, destructive motivation), and in the latter case, knowledge will be superficial and quickly forgotten (Simming et al., 2015).

The problem of the development of the motivation for studying has always been relevant in psychological and pedagogical literature. It is well known that the content of studying, its significance is the basis of the motivational sphere for the student (Nikolaev, 2002). The student's orientation and the motivation for studying, depends on the studying content. The motive of learning is the student's focus on different aspects of learning activities. Thus, there is a connection

---

[*] Corresponding author
E-mail address: olgamishchenko7@gmail.com (O. Mishchenko), alinchik00709@gmail.com (D. Alina)

between different types of the students' attitudes to studying with the nature of their motivation and the state of educational activity (Skuratsky, 2005).

It should be mentioned that there are five types of attitudes towards studying. These include negative, indifference or neutral, positive amorphous, positive cognitive [conscious], and positive responsible personality. The characteristics for the negative attitude of student to studying are: poorness and narrowness of motives; cognitive motives are limited by the interest in the result, undeveloped ability to set goals and overcome difficulties, educational activity is not formed, there is no ability to perform an action according to the expanded instruction of the adult and there is no orientation to finding different ways of action. In the positive (amorphous) attitude, there are unstable experiences of novelty, curiosity and spontaneous interest, the emergence of the first benefits of some educational subjects to others, broad social motives of duty and understanding the primary reflection of the goals determined by the teacher. Also, positive (cognitive) attitude of students to learning motivation is characterized by: the introduction of new goals, the birth of new motives and understanding the ratio of their motives and goals. Educational activities include not only the reproduction of tasks and methods of action, but also the emergence of self-identified goals, as well as the implementation of actions by their own initiative (Sapolovych, 2013). There is a mastery of the ability to plan and evaluate students' educational activities prior to its implementation, to check and control themselves at each stage of the lesson.

The positive (personal, responsible) attitude of the student to motivation is characterized by the stability and uniqueness of the motivational sphere, the ability to set up perspective, non-standard goals and implement them and the ability to overcome obstacles to achieve the goal. In educational activities, the search for non-standard ways of performing the study task, the flexibility and mobility of the methods of action, learning the actions and skills to the level of skills and habits of the culture of work, the exit from educational activities to self-education and the transition to creative activity is observed (Simming et al., 2015).

Ways of positive motivation of students

The most effective methods of developing students' motivation for studying include integrated lessons, game technologies, the development of cognitive motivation through the relationship of studying material with life, demonstration of the consequences of actions, developing a sense of duty, responsibility, career guidance, learning with computer support, the use of educational programs; textbooks, visual-oriented environments, engagement of students in the management of the educational process (research projects) and evaluative activity as a reception of the development of social motivation (Sapolovych, 2013; Skuratsky, 2005).

It should be noted that visibility is the first thing that every teacher uses as the means of increasing interest and is one of the methods of forming motivation. Visibility fulfills its functions as the means of knowledge, illustration of thought, development of observation and better memorization of material. In order to maintain and develop the students' motivation, teachers need to train students to work intensively and cognitively, to develop their perseverance, willpower and purposefulness, to encourage the implementation of tasks of increased difficulty, to define goals, tasks and criteria of assessment clearly. The most significant methods of social motivation may include; the establishment of relationships between a teacher and a student and involving students in the organization of the educational process in evaluative activities (Taber, 2015). The main aim is not to lose their initial motivation, but rather to intensify it in every possible way.

This can be achieved in two ways (Bartashanikov, Bartashnikova, Zelena, 2002; Jacobs, Tsien, 2017). The first way is to see successes but not failures. After all, the failure leads to disappointment – disappointment leads to a lack of motivation – the lack of motivation leads to a direct refusal to make another attempt. Conversely, success leads to victory – victory leads to motivation – motivation leads to a desire to win –and desire to win leads to new successes. The second way is to "teach through play" or "to play and teach", because playing is a lifestyle and activity of a child. Playing is always fun and interesting. During a game, a child unconsciously absorbs a lot of information. Recently, the method of the unconscious study of foreign languages is becoming increasingly popular –the method of the so-called "25th frame effect", according to which information is often, but unobtrusively and incidentally, almost imperceptible for consciousness (Shpika, 2007).

Playing creates similar conditions when foreign words, letters, rules of reading and conversions are acquired involuntarily by frequent repetition at a time when the child is captured by the game's own process. Whatever techniques and methods of developing the motivation of studying, increasing interest in educational work and the activation of cognitive activity, we did not use in the classroom and outside, it is necessary to remember that all our work should be aimed at the development of the personality of students and their self-determination.

Overall, it may be noted that students in the lesson should be tuned to an effective process of learning, have a personal interest in it and understand what and why they will do it. To achieve the needed result a teacher can use a variety of techniques for the development of cognitive motives.

Techniques for the development of cognitive motives

1. Motivation through conversation.

In the warming-up part of the lesson, the teacher outlines the range of issues that will be viewed in the lesson. This involves the knowledge and subjective experience of students, presents interesting examples and paradoxical situations, demonstrates the connection between material that is currently being studied and previously studied material. The teacher points to the practical significance of the topic under consideration.

2. Motivation of the educational activity by creating a problem situation.

Putting the questions, demonstrating the experiment or giving students a logical contradiction, for solving and explaining a phenomenon of which students have lack of knowledge.

Methods to create problem situations include the following approaches:

First, student face contradictions between new facts or phenomena and available knowledge, if necessary, theoretical explanation and the search for ways to use them.

Second, student face the need to select the right information (situation with excess information).

Third, the use of contradictions between the students' knowledge and practical tasks.

Fourth, the use of incentives for comparison, comparison and contrasting of facts, phenomena, rules and actions and their generalization.

Fifth, the use of the contradictions between existing technical solutions and the new requirements put forward by the practice.

Sixth, the use of incentives for students to identify internal and inter-subject connections and relationships between phenomena.

Motivation of educational activity by using "brainstorming" technology

The essence of the method is in the collective creative work on solving a certain complex problem. All students combine a collaborative effort to find the truth. Reflecting on a certain problem, complementing each other, picking up and developing some ideas and discarding others.

Model of sequence of actions.

a. Problem formulation.

Setting tasks, defining the terms of consideration of proposals.

b. Statement of judgments, ideas.

Writing ideas on the board.

c. Substantiation of ideas by their authors.

General discourse around presented ideas: correctness, feasibility and originality.

Choosing the best idea. Justification of the final choice. Making up of work outs (Matyukhina, 1984).

d. Motivation of educational activity by working out texts of periodicals.

In order to enhance the work and interest of students at the beginning of the lesson, the teacher distributes newspapers, magazines or pages of these publications, which contains information relevant to the topic of the lesson. The teacher asks the students to pay attention to specific information, emphasizing its importance for each student and the possibilities of its everyday use.

e. Motivation according to technology - "Unfinished sentence".

Students are given the pages of the essay - "My Thoughts" and explain that everyone has to complete the proposed sentences on their own. The proposed sentences refer to the lesson topic and students have enough knowledge and personal experience to express their own thoughts. After

having finished the work, students read their sentences to the whole class. It should be mentioned that students have to be ready to discuss the friend's response or ask him to reason his variant of the ending.

f. Motivation of educational activity by making self-made visual materials.

At the beginning of the study, the students receive a list of visual materials that they can make. In the classroom students demonstrate self-made tools, models, drawings that explain a particular natural phenomenon, maps of ancient settlement, described in the textbook, explaining the idea of creating and the features of their proposed manuals. Especially valuable are the tools that students have invented themselves and which correctly reflect the content of the material being studied. In the classroom there is a permanent exhibition of self-made visual aids, which enables all students to get acquainted with the creative achievements of classmates. The use of self-made visual aids in the lessons promotes increased interest in learning, develops research skills, increases the productivity of teaching work, fills the lesson with the elements of interest and causes students to feel involved in the events of the lesson (Bozhovich, 1972).

g. Motivation of educational activities through the use of creative tasks

Students are asked a question like: "What will happen if ...?"

In these issues, paradoxical situations are considered. Students can independently pick such questions, ask their classmates, discuss, defend their position, using knowledge of the subject, create crossword puzzles, scan words, riddles, think of artistic tasks, for example, "How do I imagine ...". Here you can offer both a natural phenomenon, a scholar and an event. Write fantastic stories, essays and poems using knowledge of the subject.

h. Motivation through the usage of the fiction and popular scientific literature.

Use of excerpts from works is possible to illustrate the material of setting a question and consolidate knowledge. The use of fiction and popular scientific literature in the process of studying school subjects, contributes to the intensification of cognitive activity and the consolidation of a holistic view of the surrounding world.

i. Motivation of educational activity by creating a situation of success.

Experience has shown that it is very difficult to work with slow learners. To make the process of learning new material easier for them, we offer such a method, as the dosage of the presentation of the educational material, that is, the submission of its individual small semantic doses with mandatory consolidation. At the beginning of the new topic, reproductive learning methods are used to ensure that students are convinced of the ability to reproduce material, and then creative methods are already used.

Students carry out tasks using a tooltip, acting on an algorithm, and so on. In this case, there is a problem: as, for example, evaluate the elementary (in the teacher's opinion) student action – the reproduction of a small dose of the material, the solution of an easy task, the implementation of easy independent work [6]. Given that for some students this training was as affordable as possible, learning outcomes should be evaluated not only on average, but sometimes on a higher score. This method justifies itself, as the students begin to believe in their own strength and subsequently all are better captured with the material of the subject.

j. Motivation that is based on the activity approach to studying.

1. Educational activity under the guidance of a teacher. Possible options of the tasks for students:

-What exactly will be the result of your work in the classroom?

-What are the ways in which you can achieve the effectiveness of your work in the classroom?

-Are there other ways to work?

2. Independent educational activity.

This is done in the case when the individual stages of work or work are generally performed by an apprentice without the teacher's assistance. It is possible to use the algorithm in the lesson or most of the lessons on a specific topic. The teacher acts as a consultant.

3. Self-education activity of the student

The student manages his cognitive activity independently, performing it according to his knowledge, goals and motives.

k. Motivation of educational activity with extrapolation.

Methods of extrapolation are based on the function of the brain to predict. The ability to transfer existing knowledge skills and ways of working in a different situation is a vivid sign of creative thinking. The methods of extrapolation include: transferring the object to an imaginary future, arbitrary transfer of parameters, the use of paradoxes, transferring oneself to an imaginary future and forecasting the development of events in view of this future, conducting the competition of the proposed theories, consideration of the object from different sides and a holistic view of the problem. Such a method is expedient, for example, when considering issues related to the environment.

l. Motivation through cognitive games and gaming situations.

Here are some examples of gaming situations: the use of games and gaming situations which does not require a significant amount of time either for preparation or for conducting. However, they contribute to a significant revival of students' activity in the lessons.

- Crocodile: It is advisable to use recurrence and generalization of educational information in the lessons. The class is divided into several teams. The leader of each team in a whisper tells the contents of the task. With the help of facial expressions and gestures, the content of the request is communicated to the whole class so as not to lose the substantive subject proposed for the object's identification.

- Ping pong: Used to test the homework. Two pupils are called to the board. They alternately ask each other prepared at home questions. The class appreciates the quality of questions and answers. The originality, ingenuity, humor, and the depth of answers are considered.

- Chain: Chains can be different: a chain of thoughts, a chain of answers to questions, a chain of formulas, a chain of tasks, selected so that the answer to the previous problem is the condition of the following problem. This method can be used during the frontal survey- ascertaining the level of the assimilation of a new material, solving tasks, performing ex-pertinent tasks. The proposed game situation contributes to the development of the attention.

- Word Jumble. The task is to compile words-meaning from the syllables written on cards, explain their meaning and basic characteristics.

For example: ne-pho-cs-ti – phonetics.

Students are given task-cards with written sentences, words in which are confusing. The task is to construct sentences correctly and to explain what kind of phenomenon or concept it refers to. Reception can be used during generalization of the studied material (Vdovenko, 1993).

m. Motivation through the usage of the methods of work with the text to find the error.

Students are given short texts with the frivolous text that directly relates to the material being studied. Then the teacher collects texts and invites students to read the same text on the screen, but make some changes (preferably false). Students should compare text with the previously read and identify errors and inaccuracies. Evaluation of students' activity can be done by checking their notebook, or in the process of discussion. Thus, the motives are the main forces driving didactic progress. They rank first among the factors that determine their productiveness. The study and proper use of existing motive, the formation of the necessary, leading the development of the person and its movement – the core of pedagogical work.

Conclusion

Thus, motivation has a great importance in learning foreign languages in order to develop learning and cognitive skills and requiring such activity based on their needs. It should be noted that in general terms, motivation has a two-way character. First, it can be external and act as a requirement of curricula, programs, educational institutions, teachers or parents. Secondly, it can be conditioned by the inner feelings of the student, which is connected with personal interests, beliefs, intentions, dreams, and ideals, formed by earlier instructions.

Conflicts of interest

The author declares no financial conflicts of interest.

References

Bartashanikov, O., Bartashnikova, I., Zelena, I. (2002). *Primary English language games*. Ternopil: Bogdan.

Bozhovich, L. I. (1972). *The problem of development of the motivational sphere of the child: Studying the motivation of children and adolescents*. Moscow: Pedagogics.

Jacobs, S., Tsien, J. Z. (2017). Adult forebrain NMDA receptors gate social motivation and social memory. *Neurobiology of Learning and Memory, 138*, 164-172.

Matyukhina, M. V. (1984). *Motivation of the teaching of junior schoolchildren*. Moscow: Enlightenment.

Nikolaev, S. Yu. (2002). *Methods of teaching foreign languages in secondary schools: Textbook. Under the guidance*. K.: Lentiv. P. 56-58.

Sapolovych, O. V. (2013). *Metodychnyyposibnyk*. Pyryatyn: RMK VO Pyryatynskoyi RDA.

Shpika, I. V. (2007). Educational motivation as an indicator of the quality of education for junior high school students. *Primary School, 2*, 18-19.

Shpika, I. V. (2007). Educational motivation as an indicator of the quality of education for junior high school students. *Primary school, 2*, 18 – 19.

Simming, I. A., Anthony, E., Channa, M. A., Chandio, A. A., Lashari, A. A., & Al-Mamary, Y. (2015). Motivation towards learning English as a second language among science undergraduates in Pakistan: A case study of QUEST Pakistan. *The Social Science, 6*(10), 718-722.

Skuratsky, L. (2005). Motive as the driving force of cognitive activity of students in the process of learning a language. *Divoslovo, 2*, 2-4.

Skuratsky, L. (2005). Motive as the driving force of cognitive activity of students in the process of learning a language. *Divoslovo, 2*, 2-4.

Sweller, J. (2017). Cognitive load theory and teaching English as a second language to adult learners. *Contact Magazine, 43*(1), 10-14.

Taber, K. S. (2015). Meeting educational objectives in the affective and cognitive domains: Personal and social constructivist perspectives on enjoyment, motivation and learning chemistry. In *Affective dimensions in chemistry education* (pp. 3-27). Berlin, Heidelberg: Springer.

Vdovenko, S. S. (1993). *English ABC book*. Lviv: World.