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ГЛУХІВСЬКИЙ НАЦІОНАЛЬНИЙ ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ ІМЕНІ ОЛЕКСАНДРА ДОВЖЕНКА

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KEEPING PRIMARY SCHOOL PUPILS MOTIVATED TO LEARN ENGLISH

Olena Pavlenko,
Doctor of Philology,
Professor,
English Philology Department
Mariupol State University

Introduction

This paper aims to explore the motivation of junior schoolchildren to learn English over the years of getting primary education. Learning English is an ongoing process that involves persistence and substantial concentration. To achieve noteworthy results in mastering the language, pupils need certain stimulus that will help them to enhance the knowledge of foreign languages. Pointing to contribute to this course of research, we put forward the issues involving the trainees in the authentic process of learning activities, which keep them motivated during the course.

Ways of stimulating individuals to learn

In the meantime, motivation has always been recognized as an imperative aspect in language learning achievement. However, its complexity and variableness have changed the approaches to indicate the phenomenon in question in a particular context. Describing motivation as a dynamic arrangement of contextually sensitive thoughts and ideas moves the process to a mixed method strategy. Thus, to monitor motivational tendencies across the whole school year comes to be imperative for future analysis and observation.

Regarding this, we consider it necessary to reveal the nature of a motive and its power to enhance pupils' inspiration and stimulus to study. Consequently, motive is viewed as an internal motivation for educational activity, caused by the personal needs of a trainee, his lifestyle, background and upbringing in the family [2; p.74]. Researchers focus on two types of motives: internal and external. Internal motives develop under the influence of the individual's own thoughts, aspirations, experiences, certain needs that result of in the awareness of internal necessity.

Positive motives for learning English. The fact of recognizing knowledge of English that comes to be a mandatory requirement for the future career is closely related to the core factors contributing to forming pupils' positive motives for learning it. They include: 1) understanding the goals of learning; 2) content of educational material; 3) development of pupils' cognitive abilities; 4) raising interest in the subject; 5) professional orientation; 6) an emotional form of conducting classes by a teacher; 7) complex, but rather interesting tasks set by the teacher thus, contributing to the development of trainees' creative activity; 8) awareness of the importance of the knowledge gained; 9) assessment of knowledge; 10) a great desire to learn English being aware of the necessity of knowledge gained.

External motives are not associated with the content of educational material. These embrace: 1) duties, obligations (pupils must study this subject in order to get credit, pass the exam); 2) assessment (striving to score as many points as possible per

module, per semester); 3) teacher's assessment of the pupils' knowledge when the attitude towards the teacher automatically turns into the attitude towards the subject. The teacher must be a leader in the learning process, the one capable of sharing and imparting their knowledge as there is no stronger motivating means than your own positive example [1]. Therefore, the teacher's mission is to teach pupils to communicate in English by involving them into the activities to think beyond general classroom tasks, thus awakening their desire to succeed in English as creating certain situations that will help them find the optimal solutions in life. On the other hand, current cultural diversity actualizes the necessity to hypothesize the abovementioned issues within a framework of culture-centered approach that makes it possible to consider the basic practices by which the world is becoming increasingly interrelated due to the processes of cultural exchange [5; p.581].

This requires enhancing the teacher's professional level based on internal motives that come from foreign language activity as well as attributing educational and cognitive motive associated with raising pupils' interest in the content of the educational material. The above-mentioned motives come to be the main objects to determine educational activity. On the other hand, they becomes foremost issues to develop pupils' professional orientation as well as stimulate their educational activity, good academic performance, and a positive attitude towards the language in general. Cognitive motive in mastering English is explained not only by interest in a foreign language as such (forming motives for the analysis of linguistic phenomena) but also in getting involved in innovative teaching methods and techniques [3; 4]. The teacher must properly organize educational activities, focusing to give an objective assessment of pupils' knowledge. An important role in increasing pupils' motivation is played by the interchange of various types of activities that may include lessons-discussions on various topics; lessons-communication with pupils covering on-line format; round table discussions; mini-conferences in groups; test lessons; online lessons; presentation lessons as well as video tutorials.

Laboratory work on videos in English without subtitles and translation, demonstrating various production processes, nanotechnologies, coating methods, as well as operating with all types of devices come to be decisive in the process of keeping pupils motivated in learning English. Another thing to be mentioned in this regard is that you will not keep your pupils interested if you do not involve them and let them take an active role during the lesson.

Tips to avoid negative motives in learning English

Traditional practice when teachers mostly talk on the lesson, with pupils taking a passive role proves to have unreasonable and even with destructive communicative effect. Thus, lessons should be pupil-centered, i.e. the teacher acts as an instructor and facilitator whose mission is to help, guide and direct the learning process. Another important tip for the pupils' success in learning English is recognizing the necessity to avoid over-correcting, especially when they are speaking in front of the class. The teacher should be well aware of undermining the learner's confidence by interrupting every single time they make a mistake. Instead, he should listen to them and when they finish thank them for their contribution. It is advisable to point out one

or two important mistakes they might have made reminding in particular that making mistakes comes to be a natural part of learning process.

To avoid negative motives in learning English, the teacher should never forget praising pupils by saying "Well done" or a "Thank you" at the end of their input of the lesson, even if their answer was not correct, the teacher would boost confidence especially for the trainees who lack the subject knowledge. Starting with the positive thing and then tactfully moving on to what has to be developed is another tip to keep pupils motivated in learning English.

Conclusion

In this paper, issues of motivation in learning English have been the major topics. Motivation comes to be recognized as a key aspect in learning activity and an important instrument to achieve educational goals as well as those in mastering English. By gaining motivation, pupils prove to be inspired in learning English by getting actively involved in the learning process. Furthermore, the output of the paper also defined positive motives focusing on the teacher's creative approach and innovative strategies to increase pupils' motivation.

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Бурмистрова Л.О.,
учителька початкових класів,
*КЗ «Загальноосвітньої школи I-III ступенів № 31
Маріупольської міської ради Донецької області»*

ВИКОРИСТАННЯ МЕТОДУ ПРОЄКТІВ ДЛЯ РОЗВИТКУ ЧАСОВИХ УЯВЛЕНЬ НА ПРИКЛАДІ КОМП'ЮТЕРНОЇ ГРИ

Проєктна технологія передбачає використання педагогом сукупності дослідницьких, пошукових, творчих методів, прийомів, засобів. Використовуючи метод проєктів під час уроків, учитель на уроках математики виконує такі завдання: