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## **THE MAIN THEORIES OF RAISING STUDENTS' MOTIVATION IN ENGLISH LANGUAGE TEACHING**

English is a global language that is widely used for international cooperation and communication. The goal of EFL education in Ukraine as well as in other countries is not simply to pass exams; it is also to ensure that students that are learning English will be able to use their language skills successfully for their future careers and communicate fluently their ideas with other people all around the world.

In this respect, motivation plays perhaps a key role in language learning success, especially in Ukraine where English is taught as a foreign language. Students may struggle to master the language because authentic English language input may not “live” outside the class. In such cases, students’ motivation to learn is especially important for mastering the L2. In my opinion, only by completely understanding the psychological theory and process of motivating students' learning a teacher can increase their motivation, stimulate them, and boost the desire to learn English.

Many factors contribute to success in foreign language acquisition, but perhaps none is such important as motivation, which Gilakjani and Sabouri have defined as “a combination of effort plus desire to achieve a goal plus favourable attitudes towards the goal being accomplished” [10, p. 9]. Motivation is crucial because it is the driving force that makes someone achieve their goals; without it, a person will not be interested in making efforts to conquer the top, which includes language learning.

As we can see, learning and motivation are inseparable notions; motivation may increase desire in learning, and learning can produce motivation. Many studies have been conducted in this field since motivation is an essential part of second language learning [5; 13].

To the origins, the term “motivation” comes from the Latin word “movere”, which means “to move”. According to several scholars (Huitt, Kleinginna), it is the force that energizes and directs certain behaviours [11; 12]. It also explains why individuals do something, how long they can do it, as well as how much effort they will put in to achieve results.

There are two main motivations theories developed by Deci and Ryan and Gardner. Although each of these theories considers motivation as a dynamic, changing feature of a person, they differ on how motivation should be categorized [8; 9].

Deci and Ryan’s theory of motivation division – Self-determination theory (SDT) – suggests two types of motivation [8]. Firstly, intrinsic motivation is the pleasure or satisfaction somebody gets from an activity without another goal. Secondly, extrinsic motivation has several types – external

regulation, introjection, identification, and integration. That has aim outside of doing something because it is entertaining [8]. Most people are not entirely intrinsically motivated to learn how to do something, because, naturally, there should be a balance of motivation types [8]. The concept of intrinsic motivation shows organisms' natural readiness to be engaged in activities that interest them and, as a result, learn, develop, and enhance their skills [17, p. 16].

Garner's motivation theory – socio-educational model – categorizes motivation as integrative or instrumental. Integrative motivation is a learner's desire to be a member of the L2 learning society. Instrumental motivation refers to learning that is done for other purposes than being a part of that culture, such as some work, job, grades, and so on. Gardner's theory was the first and most widely used theory in motivation research for a long time [9].

As follows, the social context of the learners affects everything that they do and feel, including motivation [9]. Accordingly, the exact nature of the social and pragmatic dimensions of L2 motivation always depends on the learner, languages learned, and their surroundings [9]. A lack of interaction in a foreign language learning makes EFL students “less likely to increase their perceived competence, willingness to communicate, and frequency of communication” [1]. That is why there are different approaches and methods to increase students' motivation in ELT.

M. Kay Alderman suggested some techniques and methods for teachers of raising students' motivation [15]:

1. **Classroom social context.** Establish a classroom context that supports sense of membership and opportunity for developing autonomy.
2. **Task motivation.** To increase interest, embellish tasks to make them more attractive by including student control, curiosity, and personalization. At the same time, emphasize meaningful learning with tasks that provide authentic work.
3. **Extrinsic rewards.** Use rewards appropriately to enhance intrinsic motivation.
4. **Social-cognitive factors contribute to intrinsic motivation.** These include:
  - **Attributions for success.** If students attribute their success to factors they can control, such as effort and effective use of strategies, they are likely to be intrinsically motivated.
  - **Self-efficacy.** A high sense of self-efficacy supports intrinsic motivation by increasing self-perceived competence, increasing perceived control over one's actions, and promoting intrinsic interest.
  - **Learning goal orientation.** Establish a classroom structure that focuses on the tasks, authority, recognition, and evaluation components of a learning goal. Focus on the intrinsic value of learning.

- **Goal setting.** Personal standards through goal setting can contribute to intrinsic interest through satisfaction from goal accomplishment.

Otherwise, another side of fostering intrinsic motivation is that it is a necessary but insufficient component for academic achievements in classrooms as one can enjoy learning or have an interest in a subject but lack the strategies necessary for continuing motivation [6]. In 1995, Damon went further in expressing a concern that the benefits of intrinsic motivation have been oversold [7]. One concern is that many learning activities required by the curriculum and viewed as necessary by the teacher may not be seen as interesting or necessary by students [2; 4]. It was noted previously that challenging, thoughtful tasks, which should be intrinsically motivating in and of themselves, may not lead to engagement [3].

Moreover, in 1992, Nisen asserted that, just as students can come to rely on extrinsic rewards for motivation, they may also rely on immediate interest or personal desire. This handicaps learners when they are learning material that is necessary but of no personal interest to them. In this situation, it was found that rewards helped students persist when they were assigned boring, difficult tasks. This finding is in contrast to students who had an intrinsic interest in a topic but quit as soon as they lost interest [15].

To conclude, sustained effort and success in school, athletics, or work may require the use of both intrinsic and extrinsic sources [14; 15]. Thus, it is important to understand the complex relationship between intrinsic motivation and extrinsic rewards.

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## ІНТЕРПРЕТАЦІЯ СУСПІЛЬСТВА ГРИГОРІЄМ СКОВОРОДОЮ

Соціальна філософія Григорія Савича Сковороди, видатного українського мислителя, мандрівного просвітника, філософа, поета, педагога, є одним із перших проявів гуманістичної традиції України XVII–XIX ст.

Філософія Сковороди не являє собою чітку, сталу систему знання, адже його не цікавлять усталені філософські погляди та богословські традиції, принципи та поняття. Своє вчення він розробляє у відповідності до свого світосприйняття, відчуття та, власне, життя. Найпомітніший факт, який відрізняє погляди та вчення Григорія Савича від інших є складне поєднання філософських, політичних, етичних понять, разом із художніми,