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FORMING POSITIVE MOTIVATION FOR STUDYING ENGLISH IN PRIMARY SCHOOL PUPILS

Due to the reform and modernization of the education system of Ukraine, in accordance with the new State standard of primary general education, foreign language is taught as a compulsory subject in all types of general educational institutions from the first form of primary school. The purpose of foreign language education is to form foreign language communicative competence for the direct and indirect intercultural communication, which ensures the development of other key competences and the satisfaction of different life needs of the child. The initial stage of learning a foreign language is extremely important, since during this period the psycholinguistic bases of foreign language communicative competence are formed [1: 2].

As primary school pupils only start learning a foreign language, it is very important for the teacher to form and maintain pupils' positive motivation. *Motivation* is generally defined as the force that compels us to action. It drives us to work hard and pushes us to succeed. Motivation influences our behavior and our ability to accomplish goals [2]. Unformed motivation and the lack of interest leads to passive and ineffective learning a foreign language. That is why the teacher should look for effective methods and ways of motivating primary school pupils.

Learning English requires positive motivation that is the desire to study, an interest and a need for it. Without it, all efforts of parents and teachers will be doomed to failure – the child either will not study or he/she will study just not to be punished (it is negative, destructive motivation). In the latter case, the knowledge will be superficial and quickly forgotten. Therefore, mastering the language depends to a large extent on the desire to learn it, and in order to acquire this desire, one should have substantial and constant motivation [3: 2-4].

According to scientific researches, there are two types of motivation: intrinsic and extrinsic. *Intrinsic motivation* means that the individual's motivational stimuli are coming from within. The individual has the desire to perform a specific task, because its results are in accordance with his belief system or fulfills a desire and therefore importance is attached to it. *Extrinsic motivation* means that the individual's motivational stimuli are coming from outside. Here we can name money, awards, marks, benefits, bonuses, organized activities, etc. [4].

Pupils are motivated by various factors. The child can learn the language for some practical purpose so that he could use it in the future for communication, travelling, viewing favorite cartoons, etc. These are the examples of children's intrinsic motivation that come from inside. At the same time, the pupil can be motivated by good grades or rewards he gets at the lesson. He or she can also like the teacher or some interesting activities, etc. In this case his or her motivation is extrinsic as the motives

come from outside, and there is a danger of losing the motivation if the external factors disappear. Anyway, it is necessary for a teacher to form and develop both intrinsic and extrinsic motivation since they are two sides of successful learning.

In order to motivate a pupil, first of all, the teacher should find out what motives have already been formed. It can be done by asking questions, for example: “Why is it necessary to study English, in your opinion?”, “Would you like to learn English?”, “Why do you need to learn English?”, etc. Then the teacher can tell the pupils about foreign languages in general and English in particular, the countries where English is spoken, the people who live in English-speaking countries, their traditions, culture, the heroes of fairy tales, stories, cartoons who were born in English-speaking countries [5].

It is important for the pupil to feel that learning English is successful. The child’s autonomy and self-confidence are parts of this feeling. If children feel that they are doing well, they want to keep doing it. If a child lives in a community where knowledge of a foreign language is highly valued, he or she will understand the importance of learning it. If not, the child will not find any sense in learning the foreign language and, as a result, will not be motivated.

The most effective methods of forming pupils’ motivation are integrated lessons, game technologies, using visual aids, teaching with computer support (for example, a computer library), the use of educational programs, the involvement of pupils in the research projects and evaluation, etc. In order to form and maintain motivation, the teacher needs to encourage the pupils to the hard cognitive work, develop their perseverance, willpower, purposefulness, the wish to do difficult tasks. The most significant methods of social motivation are creating the relations of cooperation between the teacher and the learner, the involvement of pupils in the organization of the learning process and assessment activities. The teacher can suggest the pupils role-playing situations where pupils can perform the roles of an expert, a consultant, a manager who observes and controls the pace of the lesson, a wiseman who sums up the lesson, the keeper of knowledge, etc. [6].

Young learners are not yet ready to accept the rules, explanations and abstract conversations about the laws of language. They cannot focus on one and the same activity for a long time. That is why the teacher’s task is to suggest the pupils different activities, to show and tell them something new, to make the lessons exciting and dynamic. It will help children get interested and motivated.

The level of pupils’ activity is also positively influenced by the emotionality of the educational process and the creation of a welcoming atmosphere at the lesson. Learning English through songs, poems, rhymes, jazz chants, the widespread use of verbal and non-verbal aids leads to not only supporting pupils’ motivation but also the development of the interest to the subject. The emotions and impressions gained while reading a poem or singing a song become a life experience that will turn into knowledge that, in its turn, stimulates pupils’ motivation [7].

Therefore, to form positive motivation for studying English in primary school pupils, the teacher should make the educational process bright, interesting, flexible, meaningful and joyful. The teacher’s task is to create such conditions and educational environment so that young learners could get both extrinsic and intrinsic motivation for studying English and were able to stay motivated in the future.

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