**The key point in learning foreign languages at stage of the modern education development**

Кукыбаева Дина Героевна

Старший преподаватель кафедры «Мировые языки»

Yessenov University

[dina.kukybayeva@yu.edu.kz](mailto:dina.kukybayeva@yu.edu.kz)

In the era of globalization of all spheres of public life, the issue of motivation in the study of foreign languages is very relevant. Globalization means that the role of personal communication of people is increasing, so verbal communication, including international communication, requires prominent knowledge of a foreign language [1, p.122]. Foreign languages are becoming one of the main factors in the socio-economic and general cultural progress of society. A foreign language plays a huge role in shaping personality and improving education, because with its help you can get direct access to the spiritual wealth of another country, you will have the opportunity to communicate directly with representatives of other peoples. Therefore, it is not surprising that in recent years the interest in foreign languages, mainly English, has increased significantly in the country. Nowadays, knowledge of two or more languages is an indispensable attribute of any modern highly educated person. Knowledge of a foreign language has become a real necessity, without which it is impossible to get a well-paid job and build a successful career. New political and socio-economic changes of recent decades, its desire for active and fruitful cooperation with Western countries have had a significant impact on the expansion of the function of a foreign language as a subject and led to a revision of goals, objectives and content. teaching foreign languages [2, p.3]. The new political situation, the expansion of international cooperation and international relations require today a deeper knowledge of a foreign language.

All of the above significantly increases the authority of the subject "foreign language" as an academic subject of the university. The problem of motivation in learning arises in every subject, but it is especially acute when learning a foreign language. It's all about the features of the subject, which require the student to have a certain base and communication skills. Often this creates certain difficulties for students, and they lose motivation. Therefore, considering motivation as the main driving force in teaching a foreign language, we notice that motives are associated with the subjective world of a person, determined by his internal motives. That's all the problems associated with attracting motivation from the outside. A person himself can learn a foreign language if he feels the need for it, that is, if he is motivated.

Let's try to define what a person's motivational sphere is and how it is described in educational activities. Most people agree that a motive is either a motive or an intention or a goal. Therefore, this concept should be approached comprehensively, taking into account all possible aspects.

Now we will describe, in particular, the types of motivation that arise when learning a foreign language. Together they form the motivation to learn. Learning motivation is determined by a number of specific factors:

- characteristics of the student (gender, self-esteem, level of intellectual development)

- characteristics of the teacher and his attitude to pedagogical activity

- organization of the pedagogical process

- specialty of the subject (in this case, a foreign language)

Motivation can be divided into external and internal. External motivation is not directly related to the content of the subject, but depends on external conditions. Examples:

- the motive of success - arises from the desire of a person to achieve success and high results in any activity, including the study of a foreign language. For example, very good grades, graduation, etc.;

The motive of self-affirmation is the desire for self-affirmation and approval of other people. A person learns a foreign language in order to gain a certain status in society;

- identification motive - the desire of a person to be like another person, as well as to be closer to his idols and heroes (for example, to understand the texts of his favorite group);

the motive of membership is the desire to associate with other people. A person can learn a foreign language in order to communicate with foreign friends;

- the motive of self-development - the desire for self-improvement. A foreign language serves as a means of spiritual enrichment and general development of a person;

- prosocial motive - associated with a sense of the social significance of the activity. A person learns a foreign language because he understands the social meaning of learning it.

Intrinsic motivation is not associated with external conditions, but directly with the subject himself. It is also called process motivation. A person directly likes a foreign language, likes to show his intellectual activity. The action of external motives (reputation, self-affirmation, etc.)

And now let's dwell on the results of a survey conducted among students of non-linguistic specialties of our university in order to determine what motives encourage them to study a foreign language. 200 people were interviewed by random sampling. The answers of the respondents were distributed as follows:

- “I teach only because it is necessary for the curriculum” - 60%

- "In order not to be excluded" - 19%

- “I want to get a good job, I want to build a successful career” - 10%

- "Traveling abroad, communication with foreigners" - 6%

- "I read because I'm interested" - 5%

Of course, the method of oral questioning does not try to comprehensively illuminate the situation and reveal hidden subjective meanings, but certain conclusions can be drawn: the vast majority of students studying a foreign language in universities have an antisocial motive. (“required by curriculum”, “to avoid expulsion”). That is, we can say that the learning process for them is either habitual service or forced behavior. A small number of students showed the motive of self-affirmation (“building a successful career”) and the motive of friendly communication (“travelling”, “communication with foreigners”). In addition, only 5% of students have intrinsic motivation - they study a foreign language because they like it.

The main conclusion: students are mainly motivated by external motives, while a significant proportion of negative motivation (“do not teach”, “do not put God”). This is a kind of contradiction, because the prestige of knowledge of a foreign language and its importance in public life have increased, and it seems that there should be more positive motivation. In addition, it is clear that it is necessary to carry out activities aimed at testing the internal motivation of students. In other words, it is necessary to create conditions for the emergence of students' personal interest and need in learning a foreign language. The need for training should correspond to the types of intrinsic motivation, such as communicative (direct communication in the language), linguo-cognitive (positive attitude towards the language) and instrumental (positive attitude towards various types of work)[3, 42].

All of the above types and internal types of motivation are the main forces that encourage a person to learn a foreign language. However, it should be remembered that with too much motivation, the level of activity and tension will increase, which will lead to a decrease in work efficiency. In this case, a high level of motivation causes unwanted emotional reactions. It is necessary to find the optimal combination of pleasure and high efficiency from learning a foreign language. Such a position, as a rule, affects the activity of learning, the willingness to look for new ways, unexpected solutions. Therefore, it is necessary to prepare students for the fact that difficulties may arise in the learning process and they should be overcome correctly.

In the system of teaching a foreign language as a culture of a foreign language, first of all, the means of maintaining motivation for cognitive, developmental and educational activities are important, which ultimately creates a constant positive motivation for the student of a foreign language.

In the general structure of motivation, the dominant motive is the main motive that determines the educational activity and the formation of attitudes towards it. This is a cognitive motive, since it is based on a constant desire for knowledge; it is also related to the content and organization of learning activities.

The motive for learning can be determined by external (personal) motives and internal motives. External motives are not related to the content of the educational material: the motive of duty, tasks (broad social motives), the motive of evaluation, personal well-being (narrow social motives), unwillingness to learn (negative motives). Internal motives are associated with the content of educational material: motives for cognitive activity, interest in the content of knowledge (cognitive motives), motives for mastering general methods of activity that determine cause-and-effect relationships in what is being studied (educational motives).

Contributing to the development of cognitive and intellectual activity of students, it is necessary to strive to increase the efficiency of the educational process, to increase the level of motivation. So, we come to the conclusion that the necessary conditions for the formation of learning motivation are the use of linguistic and cultural material in the learning process, as well as the use of problematic and intensive teaching methods.

**Bibliography:**

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