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**К ВОПРОСУ О ПОВЫШЕНИИ МОТИВАЦИИ ИЗУЧЕНИЯ
ИНОСТРАННОГО ЯЗЫКА В УЧРЕЖДЕНИИ ВЫСШЕГО
ОБРАЗОВАНИЯ АГРОТЕХНИЧЕСКОГО ПРОФИЛЯ**

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**HOW TO INCREASE MOTIVATION IN FOREIGN-LANGUAGE
ACQUISITION AT AGRARIAN TECHNICAL UNIVERSITIES**

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В статье исследуется роль мотивации в изучении иностранного языка, рассматриваются способы повышения мотивации студентов агротехнических специальностей. Приведены примеры заданий с использованием наглядности для повышения мотивации студентов.

A foreign language is a compulsory subject in the curricula of non-linguistic universities. However, not all the students of non-linguistic universities are interested in learning a foreign language. The main reason is that the majority of the students are uncertain whether a foreign language will be good for their future. So, the role of motivation in learning a foreign language is extremely important as motivation is a

key factor that affects the speed and success of learning a foreign language at agrarian technical universities.

Motivation is a complex phenomenon. It can be defined as a concept used to describe the factors within a person that cause, support, and direct behavior to achieve a goal. In other words, motivation is a goal-directed behavior. Learning motivation refers to the readiness, needs and willingness of the students to participate, as well as to succeed in the educational process [5]. Besides, motivation is a critical force while learning a foreign language, which determines whether a student will start a task at all, how much efforts he devotes to it and how long he will be persistent in it. This is a complex phenomenon that comprises many components: the desire of the individual, the need for achievements and success, curiosity, the desire for inspiration and new experience, etc. These factors play a significant role in any case study.

It should be noted that students' learning motivation is influenced by both internal and external factors that can trigger, support, enhance or hinder students' behavior [2, p. 539]. The teacher must activate these motivational components in students.

“Pair work” or “group work” is one of the successful ways to increase students' motivation at agrarian technical universities to learn a foreign language and participate in the classes. The language is best learned in close collaboration and communication between students. This type of collaboration benefits all or both learners. In fact, students can help each other by working on different types of tasks such as making dialogues, interviews [1]. In addition, some students find it less stressful, if not very comfortable, to learn certain rules or ways of using a foreign language from their peers than the teacher. Finally, communicative language teaching requires a sense of community and an atmosphere of trust and mutual confidence, which can be provided by pair or group work.

The most important part of any language is vocabulary. Vocabulary study plays a huge role in teaching a foreign language to students of agro-technical specialties. When teaching a foreign language to future specialists, learning professional terms is

as important, as acquiring the skills and abilities to use professional vocabulary. The teacher's task is to help the students learn thoroughly the basic vocabulary provided for in the course syllabus. Teaching vocabulary should arouse students' interest, develop their desire to practically use a foreign language in their professional activity, develop their speech, creative abilities, and teach them to work on the language independently.

Modern active learning methods of teaching foreign language vocabulary to the students of agro-technical specialties can be gaming technique and illustrative and explanatory method. The use of these methods contributes both to a more effective memorizing of specific scientific terms and their meanings, and increases students' motivation to study the language of the profession. It is noted that the gaming technique has a high practical importance, since, for example, all those actions, attitudes and intentions that are components of professional activity can be incorporated into the scenario of a role-playing game [4]. This technique gives students of agro-technical specialties the opportunity to acquire practical skills that can greatly simplify professional communication in the future. Such playground vocabulary exercises as "unscramble the word", "word search", "solve a rebus or a crossword puzzle", etc. are actively used by the teachers of our department when teaching students of agro-technical specialties. These exercises are one of the ways to increase students' learning motivation on the one hand and help the students master and (or) improve professional foreign language terminology on the other hand. For example, the following rebuses are proposed to the students to check their vocabulary on the topic "Agriculture":



The use of visualization in teaching professional vocabulary contributes to its better assimilation and increases students' motivation too. Teachers of our department use the following playground vocabulary exercises: "Match a picture with an image of a phenomenon or a device with the corresponding term"; "Look at the pictures and find differences between them"; "Describe the process shown in the picture", etc.

Such a technique as making a story from a picture is also used by the teachers of our department both to increase motivation and to improve the skills of using topical vocabulary in monologue statements. For example, when studying the topic "The engineering profession", the students are given the following assignment: Look at the pictures. What branches of engineering do they belong to? Speak about the types of engineers working in each branch and what each branch deals with. This method develops students' imagination and also allows showing their knowledge gained in other classes or from personal experience. The Game "Chain" is a game of composing collective stories, tolerantly accented in terms of plot, content and meaning. During the game, each of the students suggests one key word, which should be included in the collective story, and writes it down on the board. Then the participants, one by one, make sentences with keywords and read them out. The story is composed in a chain, the sentences are logically interconnected. Keywords can also be recorded on separate cards. After everyone has expressed their opinion, the cards with the keywords are collected, and the participants have the opportunity to restore the verbal-textual series of the tolerant-communicative plot, or one of the participants restores the story on his own [3].

In conclusion, it should be noted that teachers should use a variety of techniques and methods of training activity, and a variety of educational material, since novelty is one of the most important motivational factors. Increasing motivation will contribute to the effectiveness of learning a foreign language and will improve both students' academic achievements in foreign language learning and the quality of knowledge in general.

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ИСПОЛЬЗОВАНИЕ ВОЗМОЖНОСТЕЙ ИНФОРМАЦИОННОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

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