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MOTIVATION IN ENGLISH TEACHING AND LEARNING

The article is concentrated on the crucial role motivation plays in learning or teaching English as a second language. Motivation is one of the vital factors in any process. Teaching and learning motivations are the basis of education. Hence, paper outlines how motivation, both intrinsic and extrinsic, influences language maintenance, accretion, and overall proficiency. Intrinsic motivation, driven by personal interest and a desire for self-improvement, encourages deeper commitment with the language, leading to long-term success. On the contrary, extrinsic motivation, such as the need for academic achievement or career advancement, can act as a powerful external impetus, though it may not assist learning in the long run without internal passion.

The article surveys the dynamics between these two motivational forces, bringing attention to a balanced approach, where learners nurture internal interest while acknowledging external benefits, tends to obtain the best results. It also accentuates the role of self-efficacy and goal-setting in sustaining motivation. Learners with a high sense of self-efficacy persist through challenges. Setting understandable, achievable goals further enhances motivation, granting learners with a sense of direction and purpose.

Additionally, the article focuses on how the learning environment, including the influence of teachers, peers, and educational resources, can either increase or decrease motivation. Teachers who create engaging, supportive, and culturally relevant learning experiences manage to foster a more motivated classroom atmosphere. Peer support and cooperation can also encourage perseverance and amusement in learning. Competitiveness can stimulate and motivate students to work in teams (and compete with other team) or individual and there we have peer-competition.

The article places particular emphasis on understanding the complex interplay of different motivational factors is crucial for both educators and learners. By drawing on intrinsic motivations and supporting students with practical extrinsic goals, English learners can gain positive success and a more intense mastery of the language.

The article emphasizes the importance of a multifaceted approach to motivation that takes into account both the individual needs of students and the educational context. A balanced interaction between internal and external factors, combined with support from teachers and students, enables more effective and sustainable outcomes in learning English.

Key words: *engagement, intrinsic, extrinsic, integrative, instrumental motivation, SMART goals.*

Introduction. In the modern digital world a lot of professions, jobs, processes and manufactures, productions, tools, instruments, technologies and techniques can be replaced by technologies, robotics, artificial intelligence, etc. There are many digital platforms, applications, tools and instruments for learning English, but teacher still remains one of the main element in teaching process due to the ability to motivate, to give reasons, to support, to sustain, to back up and to give feedback. On the other hand, motivated teacher is more productive and successful.

Motivation is a topic of interest to researchers in a variety of fields including psychology, human development, education, sociology, and business. In addition, the philosophical underpinnings and orientations of researchers vary, even within the

field of academic motivation studies. As a result, perspectives vary and, in some cases, researchers have developed constructs and terminology that express similar ideas using different terms [1].

[2] has made a deep analysis of students motivation from school to university transformation of motivation [3] have worked out the integrative framework of motivation emphasizing basic motivational model and expectancy value theory, social cognitive theory, self-determination theory, interest theory, achievement goal theory, attribution theory.

In order to make their courses relevant, educators must first consider the focal issues concerning which curriculum and instruction should be made relevant. Consistent with Dewey's perspective noted above, motivational psychologists contend that focal issues

should be personally meaningful to students—for example, relating to their cultural experiences, goals, and interests [4, 5].

Methodology. Intrinsic motivation originates from an individual and is driven by personal searchingness, impatience, perceptivity or a deep interest in the activity itself. In language learning, intrinsic motivation may be based on an actual passion for the language, enjoyment of the learning process, job or development requirement or a desire to connect with new cultures. For instance, someone may want to learn English because they enjoy communicating with people from different countries. Intrinsic motivation directs to long-term commitment because the learner finds the activity intrinsically rewarding.

Moreover, extrinsic motivation is rather fundamental factor in English teaching and learning. There are external factors such as rewards, recognition, or avoiding negative consequences. In the context of language learning, this could be the need to pass an exam, improve job prospects, or meet academic or professional requirements. While extrinsic motivation can be powerful in getting learners started, it may not always lead to sustained effort unless it is coupled with intrinsic motivation. Extrinsic motivation would not work without internal need, force or motivation. Hence, in language learning both types of motivation are important for several reasons. First of all, language learning can be a lengthy and challenging process, requiring consistent effort over time. Motivation keeps learners engaged and helps them overcome difficulties, such as mastering grammar rules, expanding vocabulary, or understanding cultural aspects. Secondly, motivated learners are more likely to invest time in active learning, such as speaking, listening, reading, and writing in the target language. Essentially motivated students, in particular, tend to approach language learning with enthusiasm, finding out opportunities to practice and improve, which accelerates their progress. Thirdly, clear goals and strong motivation help learners to set and achieve significant results. Motivation helps learners stay focused and directed, making it easier to gain these goals. Moreover, highly motivated learners are often more assured in their abilities and more resilient to setbacks, which helps reduce a feeling of worry, anxiety, or unease about something with an uncertain outcome related to performance, especially in speaking and listening. At the end of these list motivation, especially intrinsic motivation, forces a love for learning that extends beyond classrooms and formal instruction. Language learners motivated by a strong desire to know or learn something or by personal interest are keep using and improving the language long after they achieve their initial goals.

There are different types of motivation in language learning. The first one is integrative motivation makes

reference to the desire to learn a language in order to know the culture, people, and community that speaks the language. It originates from an authentic interest in becoming part of the target language's social or cultural group. Learners with integrative motivation labour for understanding and appreciating the culture, history, and values of the people who speak the language, often because they have a deep respect for the culture or plan to integrate into that society.

This type of motivation works when someone learns English because they plan to live in an English-speaking country, or someone who enjoys English literature, music, and films and wants to fully immerse themselves in that culture, would be considered to have integrative motivation. This type of motivation is often connected with a more deep, sustained interest in language learning, as it comes from a personal connection or desire.

On the other hand, instrumental motivation is goal-oriented and pragmatic. Learners with this motivation study a language for practical reasons, such as improving career conditions, passing an exam, entering the university, or dealing with job interview. This type of motivation is guided by external factors, such as financial benefits, social status, or fulfilling academic requirements, rather than a desire for cultural integration or personal enjoyment. For instance, a student may learn English to get a better job, or a professional may need to improve their language skills to run business internationally. Although instrumental motivation can be very effective in achieving specific short-term goals, it may not always lead to long-term language confinement or deep commitment with the language.

When we look at long-term language mastery, learners with integrative motivation often develop a stronger emotional and personal connection to the language, which brings on deeper learning and long-term dedication. These learners continue using and improving the language even after achieving initial goals. They have personal reasons or cultural interest, they tend to deepen into language practice, whether through conversations, cultural activities, or media consumption. This immersion fosters higher proficiency, especially in communicative skills like speaking and listening. On the other hand, instrumental motivation can effectively force learners to meet specific goals in a shorter time frame, such as passing exams or meeting professional standards. However, once the practical need is met, learners may lose interest in continuing to improve their skills. Instrumental learners might focus more on rote learning or exam preparation, which can result in a narrower, less well-rounded understanding of the language.

Looking at learning approaches and strategies, integrative learners engage in active, significant

learning activities. They may focus on conversations with native speakers, take part in cultural exchanges, or immerse themselves in authentic language materials (like books, movies, or news). Their motivation forces them to focus on fluency, cultural understanding, and communication, making them more skillful at real-world language use. Instrumental learners, however, might focus more on specific tasks or outcomes, such as grammar drills, vocabulary memorization, or exam preparation. Their aim may be concentrated on accuracy, clarity, and fulfilling external requirements. While this can lead to good test marks or technical language proficiency, it might not necessarily transform into conversational fluency or cultural literacy.

Students with integrative motivation are more resilient in the face of challenges. Due to the fact that students have a personal connection to the language and culture, they are more likely to persist even when progress is slow or when there are difficulties like complex grammar or pronunciation. Their intrinsic vectors in the language learning helps them stay motivated over the long term. Instrumental learners may be deficient in this level of resilience. If the external bounty (such as passing an exam or getting a job) is delayed or removed, their motivation can diminish. They may not continue language learning once they have achieved their specific goals, which can result in recession or language attrition.

Both types of motivation can bring to success, but the learner's experience and general reimbursement with language learning can differ. Integrative learners often reveal a more manageable experience because they are motivated by personal interest and passion. Their deep connection to the language can sum up in a more extensive understanding and perception of the learning process. Instrumental learners, while often successful in achieving specific goals, may view language learning as a destined to an end rather than an delightful or enriching experience. Both integrative and instrumental motivation play important roles in language learning, but they affect learners in different ways. Integrative motivation leads to result in more intense, long-term language acquisition and cultural understanding, while instrumental motivation can be effective for achieving instant, practical goals. The best outcomes are often achieved when learners are able to combine both types of motivation, balancing personal interest with practical goals.

Teacher plays an important role in creating and supporting student motivation. When teachers are passionate about the topic and engaged in the learning process, it creates a positive, energetic atmosphere that can inspire and motivate students. Teacher-motivator should possess some peculiarities or traits of character. A teacher who exhibits excitement and a deep interest in language learning can serve as a role model. Students replicate the behavioral

traits of their teacher, perceive assignments more positively, and ultimately achieve better results in language learning with such an instructor. Teacher-motivator often brings creativity and dynamics into their teaching methods, incorporating motivative activities, real-world examples, and cultural elements that make language learning more interesting. This varied, interactive approach can help maintain student interest and motivate them to take actively part in lessons. When teachers show enthusiasm, it can create a more relaxed and supportive classroom environment. Students feel more comfortable taking risks, such as speaking in a foreign language or making mistakes, because they feel that their teacher is interested in their progress and success. This can increase students' confidence and willingness to engage with challenging material.

A supportive learning environment is essential for fostering motivation in students. Such an environment provides emotional, academic, and social support, which encourages students to take risks, stay persistent, and enjoy the learning process. A classroom where students feel safe, respected, and encouraged to express themselves helps reduce anxiety and fear of failure. In this type of environment, students try new things, ask questions, and actively participate in learning activities. A supportive environment often includes differentiated instruction that meets the diverse needs of students. When teachers recognize individual learning styles, strengths, and weaknesses, they can tailor lessons to better engage each student. Personalized support, such as providing extra help for weaker learners or challenging advanced students, group weak and strong students, helps maintain motivation across different ability levels. Furthermore, making the content relevant to students' lives and interests enhances motivation. A supportive environment integrates real-life applications of the language, making it more meaningful and practical. For example, students might be more motivated to learn English if lessons involve current events, popular culture, or topics that resonate with their personal goals. A structured learning environment with clear goals, expectations, and feedback systems also fosters motivation. Students who understand what is expected of them and can track their progress toward specific objectives stay motivated because they can see their achievements and improvements over time.

Peer interactions can significantly influence motivation, especially in collaborative and social learning environments. Positive peer relationships and group dynamics contribute to a sense of belonging, shared learning goals, and healthy competition, all of which raise motivation. When students work together in group activities or language tasks, they provide mutual support, share ideas, and learn from one another. This collaborative environment can

increase motivation, as students feel less isolated in their learning. Peer support can help clarify doubts, offer alternative explanations, and reinforce learning through practice. Hence, a classroom with a strong sense of community and shared goals fosters an environment where students encourage each other. Seeing classmates succeed can inspire others to put more effort into their own learning. Positive peer feedback, whether formal or informal, can force confidence and increase motivation to improve.

Peer interactions can introduce an element of healthy competition that motivates students to perform better. When students see their peers achieving success, it can create a desire to match or exceed those accomplishments. This type of competition encourages students to work harder and assay for higher levels of proficiency, provided it is framed in a supportive and constructive way.

For many students, the desire to fit in with their peers or be part of a social group can drive motivation. If language learning is valued and celebrated among a group of friends or classmates, students are more likely to invest in their own learning. Conversely, if the social group devalues the subject or resists academic effort, it can dampen motivation. Therefore, positive peer influences can be crucial in maintaining or enhancing motivation.

Teacher-motivator, a supportive learning environment, and positive peer interactions all play vital roles in motivating language learners. Teacher-motivator ignites student interest, while a supportive environment teaches confidence, engagement, and persistence. Peer interactions, through collaboration and encouragement, further enhance motivation by creating a sense of community and shared purpose. When these factors work together, they create a dynamic learning space that maximizes student motivation and success.

When teacher's goal is to motivate, goal (goals) must be smart. Setting clear, achievable goals is a powerful strategy to increase motivation in students. When students have specific objectives, they can better track their progress, maintain focus, and feel a sense of accomplishment as they achieve milestones. First, SMART Goals (Specific, Measurable, Achievable, Relevant, Time-bound), this method helps students create well-defined goals that are easier to follow and evaluate. For example, instead of setting an indefinite goal like "improve my English," a student might set a SMART goal: "Increase my vocabulary by learning 10 new words each week for the next two months." Breaking down long-term goals into smaller, more manageable steps can keep students motivated. For instance, a long-term goal like "Become fluent in English" can be divided into short-term objectives like "Master basic grammar rules by the end of the semester" or "Speak with a native speaker for 10 minutes once a week." Encouraging students to share their goals with a peer or study group can

foster accountability. Knowing that their progress will be shared with others can motivate students to stay committed and follow through on their objectives.

Any motivation can fail if there is no corresponding, good, authentic material for teaching plan. Authentic materials are real-life resources created for native speakers, such as newspapers, videos, podcasts, songs, menus, or advertisements. Using these materials in language teaching provides numerous benefits for student motivation and engagement. First of all, authentic materials give students a practical sense of how the language is used in real-world contexts. When students interact with materials that native speakers encounter daily, they feel that their learning is immediately applicable. For example, reading news articles or watching videos shows in English allows students to see language in action and recognize its relevance to their own lives.

Authentic materials help students learn not only the language but also the culture of the target language. This cultural connection can increase integrative motivation, as students become more confident about the customs, traditions, and daily life of the people who speak the language they are studying.

Authentic materials can be used in different ways at the lesson to motivate students to master language. At the beginning of the course, teachers can ask students to fill out surveys detailing their hobbies, favorite topics, or professional aspirations. For example, if several students are interested in sports, the teacher could design activities around reading sports news or discussing famous athletes in English using authentic materials. Once teachers know their students' interests, they can choose materials that align with these topics. For example, if a group of students is interested in technology, the teacher could use articles or videos about the latest tech trends as a basis for reading comprehension, listening practice, or discussions. Giving students the freedom to work on projects that reflect their interests can force intrinsic motivation. For instance, students might research and present on a topic of their choice (environmental issues, fashion, or music) in English. Allowing students to take ownership of their projects encourages engagement and a deeper connection to the language. Role-playing activities can be tailored to student interests. For example, if a student is interested in business, the teacher might set up a mock job interview or business negotiation in English. For students interested in travel, teachers could simulate booking a trip or navigating a foreign city. These activities make the learning experience more relevant and enjoyable. Students often respond well when lessons incorporate elements from pop culture, such as movies, TV shows, music, or social media trends. For example, teachers can use scenes from popular films for listening exercises or facilitate discussions about recent pop culture events, providing students

with a more engaging way to practice language skills. On the other hand, if a student is learning English for career advancement, the teacher could integrate job-related vocabulary and communication strategies into lessons. For instance, students interested in business might practice writing formal emails or conducting a meeting in English. Connecting the language to practical, future applications enhances both instrumental and intrinsic motivation.

Effective strategies to increase student motivation include setting clear and achievable goals, using authentic materials to provide real-world language exposure, and incorporating students' personal interests into lesson plans. These approaches make learning more meaningful, engaging, and relevant, fostering a deeper connection to the language and improving overall learning outcomes. When students see the immediate value in what they are learning, their motivation naturally increases, leading to greater success in language acquisition.

There are some common obstacles to motivation in any language learning. Language learners often face various challenges that can impede their motivation. Understanding these obstacles is key to addressing them effectively. First, many students feel anxious about making errors in front of peers or teachers, which can lead to a lack of confidence and reluctance to participate in speaking or writing activities. Second, when the language material feels repetitive, irrelevant, or too difficult, students may lose interest. This is particularly true if the content does not align with their personal goals or interests. Third, learning a language takes time, and some students may become demotivated when they feel they are not improving quickly enough. This frustration can lead to a decrease in effort and engagement. Fourth, external factors, such as the need to pass an exam, parental expectations, or work-related requirements, can sometimes make language learning feel like a burden, reducing students' intrinsic motivation. Next, when students do not have specific, achievable goals, they may struggle to see their progress, leading to demotivation. Without a clear sense of purpose or goal, the learning process can feel overwhelming or aimless. Last but not the least, if students have had previous difficulties with language learning, such as poor grades or negative feedback, these experiences can shape their attitudes and create a fear of continued failure.

Hence, teacher must be ready to overcome demotivation. One of the most important aspect in teaching language is safe learning environment. So, teacher should encourage a classroom culture where making mistakes is seen as a natural part of the learning process. Teachers can use positive reinforcement, such as praising effort and risk-taking, to help students overcome their fear of failure. Role-playing or group activities can also make speaking and practicing language less intimidating. The next

good aspect in language teaching is multimedia by incorporating a variety of authentic materials that relate to students' interests. Videos, songs, podcasts, articles, and games can make learning more dynamic. Additionally, connecting the material to real-life applications, such as preparing for travel or understanding pop culture, can make learning more productive. One more great aspect is breaking down long-term objectives into smaller, manageable tasks can help students feel a sense of accomplishment. Teachers can guide students to set SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound), ensuring that progress is visible and achievable, which builds momentum and motivation.

Even small achievement in learning language must be evaluated by teacher and can be used for further motivation. Acknowledge students' progress, even if it seems minor, by celebrating small successes. For example, praise a student for mastering a new tense or successfully completing a conversation task. These small celebrations can help students stay motivated through the long process of language acquisition.

Teaching language is not a total control, students should make mistakes to understand the tense, the time, the word, etc. The role of teacher in this process is to monitor, to support, to help to understand and correct some mistake. Moreover, it is perfect when students are able to choose topics or materials according to syllabus. So, give students some control over their learning by allowing them to choose topics, materials, or projects based on their interests. When learners feel a sense of ownership and autonomy, they are more likely to stay motivated and engaged. Furthermore, hands-on, interactive learning methods such as role-playing, discussions, or collaborative group work keep students involved and interested. Active learning breaks up the monotony of passive activities like listening to lectures or filling out worksheets, making lessons more stimulating. And of course to teach students to struggle obstacles or get some profit from their mistakes is important, too. Teach students to view challenges as opportunities to grow rather than as obstacles. Encouraging a growth mindset means helping students understand that effort and practice lead to improvement, and that setbacks are a normal part of learning.

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Нікітіна Н., Котковець А., Мотивація у викладанні та вивченні англійської мови

Стаття глибоко аналізує важливу роль мотивації у вивченні або викладанні англійської мови як другої. У ній висвітлюється вплив внутрішньої і зовнішньої мотивації на засвоєння мови, на збереження та покращення рівня володіння. Внутрішня мотивація, яка викликана особистим інтересом та прагненням до самовдосконалення, сприяє глибшій залученості до мови, що веде до довготривалого успіху. З іншого боку, зовнішня мотивація, така як потреба у досягненні академічних результатів або кар'єрного росту, може слугувати потужним зовнішнім стимулом, хоча без внутрішньої зацікавленості її може бути недостатньо для тривалого навчання.

Стаття досліджує динаміку між цими двома мотиваційними силами, акцентуючись на тому, що збалансований підхід, за якого учні розвивають внутрішній інтерес, визнаючи при цьому зовнішні винагороди, приносить найкращі результати. Також підкреслюється роль самооцінки та постановки цілей у підтримці мотивації. Учні з високим рівнем самооцінки долають труднощі набагато легше та швидше, ніж ті, хто мають певні труднощі чи низьку самооцінку. Чіткі та досяжні цілі ще більше підсилюють мотивацію, надаючи учням відчуття напряму і мети.

Крім того, у статті наголошується, як навчальне середовище, включаючи вплив викладачів, однолітків та навчальних ресурсів, може як посилювати, так і знижувати мотивацію. Викладачі, які створюють цікаві, підтримуючі та культурно релевантні навчальні заняття, зазвичай сприяють більшій мотивації на занятті. Підтримка з боку однолітків і співпраця можуть також сприяти наполегливості та задоволенню від навчання. Конкуренція може стимулювати учнів і мотивувати їх працювати в командах (змагаючись з іншими командами) або індивідуально, де вони змагаються один з одним.

Стаття надає особливого значення розумінню складної взаємодії різних мотиваційних чинників, що є важливим як для викладачів, так і для учнів. Завдяки залученню внутрішньої мотивації та підтримці її практичними зовнішніми цілями, учні англійської мови можуть досягти тривалого успіху та глибшого оволодіння мовою.

У підсумку, розглядається необхідність багатогранного підходу до мотивації, що враховує як індивідуальні потреби учнів, так і освітній контекст. Гармонійна взаємодія внутрішніх і зовнішніх факторів, разом із підтримкою з боку викладачів та однолітків, дозволяє досягти більш ефективного і стійкого результату у вивченні англійської мови.

Ключові слова: залучення, внутрішня мотивація, зовнішня мотивація, інтегративна мотивація, інструментальна мотивація, SMART-цілі.