

ALIMOVA Yulduzxon Shuxratovna
International Kazakh-Turkish University
named after Khozha Ahmet Yasawi
Turkestan, Kazakhstan
(E-mail: alimovayulduz88@mail.ru)

KARAKAT Bazarbay
International Kazakh-Turkish University
named after Khozha Ahmet Yasawi
Student of Faculty of Art and Sport
Turkestan, Kazakhstan
(E-mail: erikbai.beisenbaev.kz@gmail.com)

WAYS AND MEANS OF INCREASING STUDENTS' ENTHUSIASM IN FOREIGN LANGUAGE CLASSES

O'QUVCHILARNING CHET TILI DARSLARIGA ISHTIYOQINI OSHIRISH YO'LLARI VA VOSITALARI

ПУТИ И СРЕДСТВА ПОВЫШЕНИЯ ИНТЕРЕСА СТУДЕНТОВ К УРОКАМ ИНОСТРАННОГО ЯЗЫКА

Abstract: The article focuses on the problem of motivation in teaching a foreign language and determining the role of motivation in this process. The result of the work will be an increase in the level of enthusiasm for learning English, the development of creative abilities, and an increase in the quality of academic performance.

Keywords: motivation; teaching a foreign language; creative abilities; education; learning.

Annotatsiya: Maqolada asosiy e'tibor chet tilini o'rganishga motivatsiya berish muammosiga va bu jarayonda motivatsiyaning rolini aniqlashga qaratilgan. Ishning natijasi ingliz tilini o'rganishga bo'lgan ishtiyiq darajasini oshirish, ijodiy qobiliyatlarni rivojlantirish va o'quv faoliyati sifatini oshirishdan iborat bo'ladi.

Kalit so'zlar: motivatsiya; chet tilini o'rgatish; ijodiy qobiliyatlar; ta'lim; o'rganish.

Аннотация: Статья посвящена проблеме мотивации в обучении иностранному языку и определению роли мотивации в этом процессе.

Результатом работы станет повышение уровня увлеченности изучением английского языка, развитие творческих способностей, повышение качества успеваемости.

Ключевые слова: мотивация; обучение иностранному языку; творческие способности; образование; обучение.

Introduction

Modernization of education in the Republic of Kazakhstan at the present stage of the formation of society is connected with innovative processes in the organization of English language teaching. The dominant direction in the development of the modern school has become the humanistic direction of education, where personal potential (principle) occupies the main space of education. In recent years, the issue of using modern information technologies in schools has become urgent. These are not only modern technical methods, but also modern forms and methods of teaching, as well as a modern approach to the learning process itself [1:76].

Motives for learning English vary with age. If most elementary school students think that English is necessary mainly for going abroad, communicating with foreigners, then at the secondary level, children start thinking a lot about their future profession. Language is needed for further study and work, and this educated person needs to know English [2:91].

Materials and methods

The chart based on the results of the 11th grade study of motives allows us to conclude that the majority of high school students have made a decision in choosing an interest. Only 18% believe that this language will be useful for their studies and career in the future, 20% for general worldview, and 21% want to use English language for more information, 12% – for travel, and 12% – those who do not need the language in the future, learn it for good grades or because their parents force them to [3:56].

Exploring what students like and dislike in English classes.

Elementary classes:

Likes: learning words (27%), reading and translating texts (17%), creating dialogues (10%).

Dislikes: doing homework (18%), how the teacher scolds (14%)

6-8 grade students:

Likes: watching videos (97%), learning words (94%), making presentations (80%), reading and translating texts (79%).

Dislikes: tests and homework (47%), writing stories (45%), answering on the board (32%)

11th grade students:

Likes: watching videos and discussing them (86%), reading and discussing texts (96%), learning words (86%).

Dislikes: writing a test (91%), answering on the board (72%), writing a story, writing an essay (58%).

The conclusion is that children do not like to do difficult work, they cannot cope with their own, therefore it is necessary to strive for these types of activities, make them interesting, use a differentiated approach, multi-level tasks [4:25].

Results

The effectiveness of learning a foreign language depends not only on the student's strategy, but also on the teaching strategy. The maximum effect can be achieved in the harmony of these strategies. An important factor that helps to achieve this goal is to increase the effectiveness of the teacher's pedagogical influence on students, their relationship in the classroom in a state of complete socio-psychological harmony. Each teacher aims to make his lesson interesting and attractive, to develop cognitive interest and creative mental activity of schoolchildren [5:18].

How can you make your lesson interesting and attractive, and ensure that children learn the language material well and firmly?

1. Non-standard types of lessons play a major role in maintaining and maintaining interest in the subject, in developing cognitive activity, in transferring education from teaching to managing students' independent educational and cognitive activities [6:34].

Video lessons. It is very difficult to acquire communicative competence in English unless you are in the country where the language is taught. Therefore, an important task of the teacher is to create real and imaginary communication situations in the foreign language class using different

working methods. It is also important to acquaint schoolchildren with the cultural values of the people who speak their native language. For this purpose, real materials, including video materials, are of great importance. Their use contributes to the implementation of the most important requirement of the communicative methodology – to show the process of learning a language as an understanding of a living foreign culture; individualization of teaching and development and stimulation of students' speaking activity. Another advantage of video is its emotional impact on students. Therefore, it is necessary to pay attention to the formation of a personal attitude to what students see. The use of video also helps to develop various aspects of mental activity of students, primarily attention and memory. An atmosphere of joint cognitive activity is formed during the lesson. In such a situation, an inattentive student becomes attentive. Students have to make some effort to understand the content of the film. Therefore, involuntary attention becomes voluntary, the intensity of which affects the memory process. The use of different channels of information reception (auditory, visual, motor perception) has a positive effect on the strength of the traces of regional and linguistic material [7:35].

Thus, the psychological features of the impact of educational videos on students contribute to the intensification of the learning process and create favorable conditions for the formation of communicative competence of students. Experience shows that video tutorials are an effective form of training

The lesson – excursion. In our time, when contacts between different countries and peoples are expanding more and more, acquaintance with the Russian national culture becomes a necessary element of the process of learning a foreign language. The student should be able to conduct a tour of the city, tell foreign guests about the uniqueness of Russian culture, etc. The principle of the dialogue of cultures involves the use of cultural material about the native country, which allows to develop the culture of presenting the native country, as well as to form ideas about the culture of the countries of the language being taught. Knowing the motivational power of regional and cultural motivation, teachers strive to develop students' cognitive needs through non-traditional lessons [8:21].

An effective and effective form of teaching is a lesson-demonstration. The use of works of foreign literature in foreign language lessons improves students' pronunciation skills, ensures the creation of communicative, cognitive and aesthetic motivation. Preparation of a performance is a creative work that contributes to the development of children's language communication skills and the discovery of their personal creative abilities.

This type of work activates students' thinking and speech, develops their interest in literature, serves to better master the culture of the country of the language being taught, and also deepens language knowledge, as the process of vocabulary memorization takes place. . In addition to the formation of active vocabulary of schoolchildren, the so-called passive-potential vocabulary is being formed. And it is important that students are satisfied with this type of work [9:47].

A very interesting and fruitful way of holding a lesson is a lesson-festival. This type of lesson expands students' knowledge of traditions and customs in English-speaking countries, develops students' ability to communicate in foreign languages, and allows them to participate in various situations of intercultural communication.

The lesson is an interview. It goes without saying that the most reliable evidence of mastery of the language being taught is students' ability to hold a conversation on a specific topic. In this case, it is better to hold a lesson-interview. Lesson – interview – a type of dialogue for information exchange. In such a lesson, as a rule, students learn a certain number of frequency clichés and use them automatically. The optimal combination of structural repetition ensures the power and meaning of assimilation.

Depending on the assigned tasks, the topic of the lesson may include separate subtopics. For example: "Free time", "Plans for the future", "Autobiography", etc.

In all of these cases, we are engaged in an important exchange of information. However, when dealing with topics such as "My School" or "My City" there is no need to exchange information between colleagues, so dialogue between colleagues loses its meaning. The relationship will have a purely formal character.

In this case, it is logical to turn to elements of role-playing dialogue. At the same time, one of the

partners should remain himself, that is, a Russian student, and the other should play the role of a foreign peer.

This type of lesson requires careful preparation. Pupils independently complete the task based on the regional literature suggested by the teacher, prepare the questions they want to answer. Preparing and conducting such a lesson encourages students to further study a foreign language, contributes to deepening their knowledge as a result of working with various sources, and also expands their thinking [10:38].

Lesson essay. The modern way of learning English includes not only acquiring a certain amount of knowledge on the subject, but also developing one's own position, one's own attitude to what is read: thinking, empathy, conjugation of original and authorial "I".

In the short dictionary of literary terms, the concept of "essay" is explained as a kind of essay, in which the main role is played not by reproduction of facts, but by the image of impression, thought, association.

Discussion

In the English lesson, students analyze the chosen issue and defend their position. Students should learn to critically look at the works they read, express their thoughts in writing, defend their point of view, and make informed decisions on their own.

A questionnaire aimed at determining the motivation to learn English at the beginning, in the middle period and at the end of the study gave the following results:

At the beginning of the year

At the end of the year

1 The lessons are good.

70%

90%

2 Are happy when classes are canceled.

80%

50%

3 I want to attend classes.

20%

60%

4 I don't want the lesson to be cancelled.

30%

60%

5 Do you want homework?

40%

50%

6 Do your parents force you to learn English or not?

30%

50%

According to the results of diagnostics, it is clearly seen that students have changed a lot at the beginning and at the end of their studies. The increase in the level of motivation is especially noticeable in questions 2 and 6.

The rating of motives for learning English at the beginning and at the end of the study is given in the following table:

At the beginning of the year

At the end of the year

1 I want to know more

60%

70%

2 Find a prestigious job

thirty%

50%

3 Don't embarrass the class

50%

50%

4 Give joy to parents

70%

80%

5 Give joy to the teacher

80%

80%

6 Be with friends

60%

80%

Questionnaire for primary school students

What year do you study English?

Do you like learning English?

What do you like?

What's not to like?

Why do you think you should learn English?

Questionnaire for students of grades 6-11

(indicate the grade)

"Student's attitude towards learning a foreign language"

What class do you study English in?

Have you started learning English with passion and interest?

How is the situation now?

Choose the option that suits you:

A) I don't want to learn, I'm not interested;

B) I want to learn, but it has become boring;

C) I want to teach and I teach with the same interest;

D) I want to learn, it was more interesting.

What motivates you to learn a foreign language?

Mark "+" if you agree, "-" if you disagree.

A) My parents want me to learn at least one foreign language.

B) I think that every educated person should know at least one foreign language.

C) Attracts the opportunity to discuss events, communicate with classmates in a foreign language.

D) Foreign language is necessary for further study, future profession.

D) I study a foreign language because I love and respect my teacher.

E) I am always interested in lessons and work enthusiastically.

E) Since I am in the program, I study a foreign language

G) I like learning how language works.

H) A foreign language serves as a means of learning about something that interests me.

I) I want my English to be good.

A) Like my friends, I want to learn the language

L) Traveling, communicating with foreigners

Read the solutions and rate how much you agree with them on the following scale:

4 – always 3 – almost always 2 – sometimes 1 – very rarely 0 – never

The total number of points makes it possible to draw conclusions about the level of development of motivation to study the subject.

Interpretation of results:

41-50 points – motivation to study the subject is very high

31 – 40 – points – high motivation to study the subject

21 – 30 points – average motivation to study the subject

11 – 20 points – low motivation to study the subject

0 – 10 points – motivation to study the subject is very low

Conclusion

According to the results of the diagnosis at the beginning and end of the research work, the main

motive for learning English for almost all students was the desire to learn more.

According to the second motive, all students chose “giving joy to their parents”. Often, students choose the motive of “being with friends”. Students’ cognitive activity is activated.

The results show sufficient effectiveness of the implemented methods and teaching methods aimed at increasing cognitive activity, developing motivation to learn a foreign language. As a result of participation in various types of extracurricular activities, students began to increase their enthusiasm and efficiency for city, regional, distance Olympiads and Olympiads.

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