

**MODERN TECHNOLOGIES OF STUDYING FOREIGN
LANGUAGE IN THE HIGHER EDUCATIONAL INSTITUTION AS A
MEANS OF MOTIVATION OF STUDENTS' EDUCATIONAL ACTIVITY**

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***Annotation:** The article is devoted to motivating students to learn a foreign language. The article discussess on pedagogical incentives that increase the stimulation of students when teaching a foreign language. Also, the author highlites difficulties, issues that encountered by teachers in the learning process*

***Keywords:** student, teacher, students' motivation, modern educational technologies, foreign language.*

Nowadays, for developing a high level of cognitive interest in the study discipline, it is necessary to provide such conditions in training that will be aimed not only a deeper study of foreign language, but also its improvement in the developing the knowledge of foreign language. Modern psychologists and educators are unanimous that it is motivation that the source of activity is the most important key of need, desire, interest for achieving goal in studying foreign language.

A great contribution to the theoretical development of the problem of the formation of motivation was made by such researchers as Zimnyaya I.A, Leontiev A.A, Simonova N.M, Markova A.K, Aseev V.G and etc.

In a non-linguistic university, the importance of motivation is a fundamental factor of learning [2]. A significant place in the system of motivation for mastering a foreign language occupy cognitive and educational motives, the desire to expand horizons, enrichment of knowledge about language, culture, art, customs and customs of the speakers of the studing language and the respective country, close attention to psychological characteristics knowledge, thinking, emotional sphere, national character traits of carriers of target language. So, M.P. Grishaev identifies 9 types of motivation when studying foreign language by students: [1]

1. Professional and pedagogical motivation for mastering a foreign language (aspiration to become a teacher of a foreign language, to work at school).
2. Cognitive and educational motivation (mastering a foreign language motivated by the desire to be a comprehensively educated person and the notion that one cannot be without knowledge of foreign languages).
3. Intellectual developmental motivation - ideas about opportunities that the study of a foreign language opens up in the development of thinking, memory, as well as perseverance, wish and other characterological properties of the individual.
4. Communicative motivation - an expression of desire to practice foreign language for the purpose of communicating with other people, including representatives of foreign countries; the desire to improve their own sociability, expand the circle of communication.
5. Emotional value motivation - associated with experiencing positive emotions, pleasure from learning a foreign language, feelings of joy and satisfaction from this work.
6. "Prestigious motivation" - the idea of a special prestige knowledge of a foreign language.
7. Identification motivation - striving for identification, identification with other people or ideas about them (parents, teachers, movie actors).
8. Material and practical motivation - achieving practical goals (to go abroad, get a prestigious job).
9. Motivation of duty in the absence of personal significance and deep interest in learning a foreign language is a necessity fulfill academic duties, get a higher education [1].

Higher Educational Institutions revise the approaches that have so far been used for teaching foreign languages and searching modern technologies in the development of science and technology. They are expected to use multimedia and Internet technologies along with new learning models, with the aim of moving away from early, new model based on the teacher's explanations. In addition, students are

encouraged to learn a foreign language using computer, which will be 40-50% of the total.

Teaching a foreign language with using modern technology includes:

- Authentic language material such as video clips, flash animations, webquests, podcasts, news, etc .;
- An online environment in which students can communicate with native speakers of a foreign language through e-mail, computer text editors, social networks, voice or video conferences;
- Language learning tools (online applications and programs) are aimed at studying phonetics, pronunciation, vocabulary, grammar and sentence analysis.
- Tools include exercises “from text to speech”, speech recognition, interactive and supervised tasks;
- Online environment enable communication between the teacher and students, students with each other [3];

There is a wide range of specialized tools and teaching aids that offer the use of computer technology to teach foreign languages.

An important role in the formation and development of motivation in learning foreign language is played by the content of educational material, the information content which meets the current needs of the student. If the content of the educational material does not require students to work on its understanding and assimilation, educational materials are not satisfied for their needs and the constant development of mental functions (memory, thinking, imagination), will not develop vivid emotions (positive and negative) and will not contribute to the emergence and development of new needs. Therefore, the content of each lesson, each topic should be deep motivated, but not by creating momentary, soon passing interests or references to practical significance in the future life, but mainly by the fact that the educational material is relevant, informative, personally significant for students and is aimed at solving communication problems, because mastering the ability for communicating is the first and natural need for foreign language learners. According

to this fact students will create a prospect for further study, a basis for formation of meaningful motives of educational activity [3].

It is well known that the effectiveness of training is more dependent on the quality teaching aids. In modern conditions of the rapid growth of information flow the latest information technologies are becoming more relevant [4].

Currently, when teaching a foreign language, they are widely used technologies such as:

- Modular technology based on the organization of independent, cognitive activity of students, the development of training modules of one or another course [5].

- Webquest technologies (webquest), which is focused on the maximum practical activity of students and they are elements of the role-playing game, for the implementation of which information of Internet resources [6].

- Case technology, which is a close analogue of distance learning technology (when a student receives a special set of teaching materials (case) for self-study and consults with teachers in establishing for this regional training centers [5].

- TV technologies, within the framework of which television lectures and consultations with teachers [2];

- Application-based network technology for student consultation and transfer him/her teaching materials on the Internet [3].

Golonka et/al/ [4], in the overview technology, is used in teaching foreign languages, is listed the following: course management systems (CMS); interactive whiteboards; ePortfolio (a digital archive of student work created by student); corpus (collection of authentic language in oral, written or both forms); electronic dictionaries; electronic annotations (links to word or sentence level, contextual translations or explanatory information); smart learning systems; grammar checking programs; automatic recognition programs speech (ASR) and phonetic programs; virtual games; chats (synchronous computer communication: text or audio); social networks; blogs; internet forums or message boards.

How computer technology can improve the process of learning a foreign language for motivating? The processes and results of using computer technology depend on how exactly they are used in teaching. There are two type of computer training for foreigners. The first type assumes that computer technology complements traditional forms of education and learning (including assessment), making them faster, easier and more efficient. The second type offers innovative ways of teaching and learning that should improve the competence of students to a greater extent than traditional methods.

Kongrith and Maddux [4] suggested that use of innovative teaching methods has the following characteristics:

- Requires a high degree of interaction between computer and student;
- Makes the student, not the creator of the program, responsible for what happens on screen;
- Aims at performing more creative assignments;
- Makes it possible to perform very difficult tasks.

The most effective means of developing positive motivation is inclusion of competitive intellectual activity. This is role-playing games and participation in various project activities, etc. So, the project method helps teacher to interest students and turn learning into a fun learning with using all skills and abilities.

Design work includes: abstracts, computer presentations, competitions (thematic newspapers), reports.

Taking into account the huge impact of modern information technology on the education process, it should be noted that the need to use them in educational process, since they allow not only to qualitatively change content, methods and organizational forms of training, but develop skills of critical thinking, analysis, synthesis and evaluation of information. Thus, we can say that the introduction of technology in the classroom not only solves the problem of student motivation, but also it is one of the most important aspects improvement and optimization of the educational process.

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