New methods of learning foreign language as a means of stimulation of students' educational activity

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Abstract: The article discusses stimulating students to learn a foreign language. The article gives information on pedagogical incentives that increase the motivation of students when teaching a foreign language. Also, the author highlights difficulties, issues encountered by teachers in the learning process, as well, techniques and approaches that facilitate the acquisition of receptive and productive skills in the learning process of foreign language. The importance of self-directed learning strategies that enable students to take command over their learning**.**

Keywords: student, teacher, students' motivation, methods, approaches, self-directed, modern educational technologies, foreign language.

Teaching a foreign language at a university or school in our country involves the development of skills, for example, in English as a foreign language. The learning process takes place in a bilingual environment, with one or another share to use of native and foreign languages. Depending on language competence of students, English language and its instrumental function can be essential: instructions for performing exercises, formulating tasks, corrections of speech and grammatical errors [5]. However, the usage of the native language is sometimes a necessary condition for effective classroom work, performing the function of the language of instruction, achieving cognitive and communicative interaction between teacher and students.

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 [8]. 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, Leontev 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 studying 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 [1]. 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].

- The first innovation that can be used in this procedure is the usage of **Smart boards.** They are usually considered to be useful in making students' understanding on the topics better and provide the presentations to be viewable in order to present the speech competence of students in front of their peers.

The Smart Board, illustrated on the Picture 1, allows students to use lots of audio and video content for their speech development and practice of their speaking competence.

The next method of implementing modern technologies in the classroom is giving the students right to interact actively and use oral speech as often as possible. In accordance with this method, which is called in other words *flipped classroom method*, the teacher works as a passive member of the lesson, while students prepare the material for the lesson beforehand and present it in front of their group mates.

The following strategy that we can follow in the educational process is the integration of different types of projects within small groups on the topics of interest. This very task results in encouragement of student interaction and student's familiarization with difficult terms and language that may be useful in their professional field. For example, offering group homework or encouraging students to collaborate on plays, presentations, and other reports are just a few examples.

- Today, collaboration as a style of education is gaining acceptance as an effective teaching technique in which the educators play the role of guides, mentors, and supervisors for the students, once again putting the burden on the group of students. It also teaches empathy, negotiation, teamwork, and problem-solving to students.

- On the other hand, there are plenty ways of developing speaking abilities of students by the means of virtual reality. Virtual Reality technology aids students in learning by allowing them to engage with a 3D environment. Instead of taking students through a speaking class or a class in their respective industries, teachers can use 3D technology to get to know native speakers, familiarize themselves with new professional language, or practice their speaking talents.

- Virtual reality technology provides students with a unique opportunity to learn in an immersive environment that will leave an indelible mark on their minds. It makes learning more enjoyable for students and aids their retention of material for longer periods of time - both important considerations when considering effective classroom teaching approaches. Another type of strategy in innovative technology implementation during classes of mining students can be 3D printing technology (Pic. 2 below). 3D printing can be used as a teaching tool by teachers who are looking for new ways to enhance lexical competence.

This technology is quickly gaining traction around the world, particularly in higher education institutions where 3D printers are utilized to construct prototypes and simplify complex topics.

- Golonka et/al/ [4], in the overview technology, is used in teaching foreign languages, is listed the following: course management systems (CMS); interactive whiteboards; E-portfolio (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.

Konrath 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.

Independent work involves several forms, including: students' independent performance of assignments under direct supervision teacher during classroom sessions; homework by students, preparation for tests of various levels, translation of texts outside the university. Successful work in both cases is possible only if there is a preliminary the stage when the teacher gives the necessary methodological guidelines and as accurately and formulates tasks unambiguously.

The quality of independent performing exercises, translations, control by the teacher, as well as self-control, are contributed. With the help of self-control such an approach to independent activity is also associated with, when the student is aware of its necessity, diligence, and seeking strategies for successful performing extracurricular tasks. This is important when the language being taught to native students.

International students whose competence is in other language is not always sufficient for adequate perception of educational information. The work experience in such groups indicates that the process of learning English language is hampered significantly by this circumstance.

Emerging at the communicative level of difficulties in perceiving tasks are formulated. In this situation, the language is not always able to play the role of a transmission links in the scheme "concept - word – translation", knowledge of grammatical terms is not a priori and requires additional clarification, there is often a misunderstanding teacher and student.

Another strategy that has been used when working with text is the strategy collective work (cooperative learning). Work of students in pairs or in small groups can be carried out with self-preparation for classes. In a situation community of the native language can be much more productive discussion, analysis of the text in English, as well as its translation. Experience shows that the results of work use such a strategy are superior to the results of individual work.

The following strategies may be recommended to students when studying foreign language as a second or third to optimize this process. Among metacognitive strategies should be noted [8]:

1. Preliminary identification of the basic principles of organizing the upcoming educational process (Advance Organizers).

2. General attitude to perform tasks (Directed Attention).

3. Identification of those aspects of learning a foreign language that will require special attention (Selective Attention).

4. Awareness and provision of conditions conducive to self-study (Self-management).

5. Work on those components of the language of instruction that will be required for completing an assignment for the study of English (Advance Preparation).

6. Control over your speech, its grammatical, phonetic, lexical components (Self-monitoring).

7. Correlation of the achieved success in learning English with the expected (Self-evaluation).

Among the cognitive strategies, it should be noted:

- Repetition of language models (Repetition).
- Using teaching materials on the target language (Resourcing).
- Correlation of new knowledge in the field of vocabulary with physical actions (Directed Physical Response).
- Using native language to understand the target language (Translation).
- Taking notes of rules and other educational materials (Note taking).
- Constant application of grammar rules in practice (Deduction).
- Correlation of new knowledge with visual images through familiar phrases, locations (Imagery).
- Memorizing new words of the English language through finding phonetic matches of these words in the native language (Key Word)
- The use of new words in a coherent phrase or sentence (Contextualization).
- Use of previously acquired language and general knowledge in the study English (Transfer).
- The use of general information for language guessing when acquaintance with new vocabulary (Inferencing).
- Using the capabilities of native speakers regarding repetition, paraphrasing language elements (Question for Clarification).
- Teamwork, the purpose for obtaining information and modeling of language activity (Cooperation).

The analysis of learning strategies in the process of mastering the English language showed that their content corresponds to the learning algorithm with a large share of self-control. The use of such strategies can improve significantly the retention of basic skills and improve not only linguistic, but also communicative competence. Also, integrated approach underlying cognitive strategies contributes to more effective mastering of various aspects of a foreign language, the development of techniques conscious, responsible, independent preparation for classes.

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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