

5. Don't hesitate to ask for help. If you don't understand something, you've got to ask someone. Ask your teacher, classmates or friends for help.

6. Also, you can learn English with your friends. It's really cool! The spirit of competition will motivate you to do more.

7. Finally, use different additional resources such as watching films, reading books, listening to music, playing games in the language you are learning. It's very useful.

To sum up, I would like to say learning a foreign language is not an easy thing. It is a long and slow process that takes a lot of time and efforts.

Foreign languages are socially demanded especially at the present time when the progress in science and technology has led to an explosion of knowledge and has contributed to an overflow of information. Foreign languages are necessary as the main and most efficient means of information exchange of the people of our planet.

## **MOTIVATION IN ENGLISH LANGUAGE LEARNING**

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Motivation refers to an intention, plan or psychological impulses which provoke a so-called action or suppress a person's actions. Motivation is the underlying cause which make people act or inhibit some action and that is a direct driving force to promote the action. Obviously, motivation is a group of crucial factors which excite behavior and lead the directions in developing learners' autonomy. Learners should first strengthen the motivation to study autonomously and improve their learning ability. Motivation is the subjective intention of learners when they do learning activities and the inner strength to promote learners' study. Teachers should create a good learning atmosphere and environment to inspire students to correctly understand the social needs and expectations and to create conditions to help students' self-direct and self-position, in order to stimulate students' correct motivation to learn. Secondly, to foster interests in learning. If students want to be active and creative in learning, they should cultivate great interests in their learning. English learning motive may be simply viewed as the reason of learning English. From the angle of educational psychology, the reason of learning English is two: one is the material stimulation of surface layer, for instance, a diploma, a good job, a higher salary, etc. The other is the material stimulation of deep layer, for instance, interest, increasing knowledge, etc. The former is called "surface motive", and the latter is called "deep motive". Researches show that different motives will lead to different learning methods. Logically speaking, surface motive does not endure longer than deep motive. However, nonmaterial stimulation usually has no limit. For instance, the increase of knowledge is endless [1].

Some surveys show that the reason why students learn English often does not come from one motive. It is more universal that people have two motives simultaneously (surface motive and deep motive). But if we analyze their motives in details, we will find that there must be at least one reason which takes a leading position.

Following are some research-based strategies for motivating students to learn [2].

- Become a role model for student interest. Deliver your presentations with energy and enthusiasm. As a display of your motivation, your passion motivates your students. Make the course personal, showing why you are interested in the material.

- Get to know your students. You will be able to better tailor your instruction to the students' concerns and backgrounds, and your personal interest in them will inspire their personal loyalty to you. Display a strong interest in students' learning and a faith in their abilities.

- Use examples freely. Many students want to be shown why a concept or technique is useful before they want to study it further. Inform students about how your course prepares students for future opportunities.

- Use a variety of student-active teaching activities. These activities directly engage students in the material and give them opportunities to achieve a level of mastery.

- Teach by discovery. Students find as satisfying as reasoning through a problem and discovering the underlying principle on their own.

- Cooperative learning activities are particularly effective as they also provide positive social pressure.

- Set realistic performance goals and help students achieve them by encouraging them to set their own reasonable goals. Design assignments that are appropriately challenging in view of the experience and aptitude of the class.

- Place appropriate emphasis on testing and grading. Tests should be a means of showing what students have mastered, not what they have not. Avoid grading on the curve and give everyone the opportunity to achieve the highest standard and grades.

- Be free with praise and constructive in criticism. Negative comments should pertain to particular performances, not the performer. Offer nonjudgmental feedback on students' work, stress opportunities to improve, look for ways to stimulate advancement, and avoid dividing students into sheep and goats.

- Give students as much control over their own education as possible. Let students choose paper and project topics that interest them. Assess them in a variety of ways (tests, papers, projects, presentations, etc.) to give students more control over how they show their understanding to you.

It is necessary to take into consideration what students' attitudes towards the subject are, what their perceived challenges are, and what they would consider as helpful for them to learn the language. In summary, it is important to consider what their needs and interests are. In this way, we as teachers can make our lessons more

of a science than a hit or miss attempt at education, and certainly, more enjoyable for our students.

#### **References:**

1. <http://www.cscanada.net/index.php/css/article/viewFile/j.css.1923669720130906.C768/5448>
2. <https://wp0.vanderbilt.edu/cft/guides-sub-pages/motivating-students/>

## **IWD AS ONE OF THE MOST EFFECTIVE METHODS OF TEACHING FOREIGN LANGUAGE**

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With the development of technological process, there is a growing need for innovative teaching technologies in higher education institutions. One of the most successful ways in learning foreign languages is known as innovative techniques. Among its successes can be counted a new level of awareness and appreciation for the power of innovative techniques as means of both engaging students and developing their reading, writing, listening and speaking skills. As future English teachers, we are usually on the lookout for new and interesting ways to stimulate our language learners. When students enjoy class activities, they learn more. New and different activities “out of norm” can also effect positively on the students’ language improvement. Here are the top ten innovations for teachers, in no particular order. It will be digital platforms, online corpora, online CPD (continuous professional development) and the global staffroom, mobile learning and BYOD (bring your own device), communicating with people online, online authentic materials, the IWB (interactive white board), Dogme (or materials-light teaching).

In my opinion, one of the most effective and interesting ways to activate the students' learning process is to use the board method. Interactive whiteboard (IWB) is a large interactive whiteboard. It can be either a separate touch screen computer used independently for tasks and operations or a connected device used as a touchpad to control computers from the projector. They are used in various institutions, including classes at all levels of education, corporate meeting rooms and working groups, in training rooms for professional coaching, in broadcasting studios, and others. In some classes, interactive whiteboards replaced traditional boards or flipcharts, or video / multimedia systems such as a combination of DVD players and TVs. By combining the classroom response with the interactive whiteboard system, teachers can submit materials and receive feedback from students in order to manage the training or conduct official assessments more effectively. For example, a student can both solve a puzzle with mathematical