The areas of future dialogue considering the topic of using LL as a pedagogical resource include a detailed analysis of the collected LL evidence and creating recommendations for curriculum improvement as well as designing a number of tasks in terms of different language courses.

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MOTIVATION FACTOR AS AN ESSENTIAL PART OF SUCCESSFUL FOREIGN LANGUAGES LEARNING

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Motivation is a powerful tool for any kind of human activity. Persons motivated either intrinsically or extrinsically channel their behavior towards the goal being goal-directed and highly motivated. But those whose goal is vague and far off feel difficulties in their development. The statement is completely true for students learning foreign languages as well [5].

The word "motivation" is typically defined as the forces that account for the arousal, selection, direction, and continuation of behavior. Actually, it is often used to describe certain sorts of behavior. A student who studies hard and tries for top grades may be described as being "highly motivated", while his/her friend may say that he is "finding it hard to get motivated". Such statements imply that motivation has a major influence on our behavior.

Motivation can be defined as a concept used to describe the factors within an individual which arouse, maintain and channel behavior towards a goal. Another way to say this is that motivation is goal-directed behavior [5].

Motivation can be categorized into two types: intrinsic and extrinsic.

Intrinsic motivation is a drive that comes from within a person. People are intrinsically motivated when they enjoy doing an activity.

Extrinsic motivation is a drive that comes from outside of a person. People are extrinsically motivated when they want to gain a reward (like a prize or a good grade) or avoid a punishment [3].

Generally, when someone already has intrinsic motivation, rewarding them can actually *decrease* their intrinsic motivation, making them less interested in the activity and therefore decreasing their performance.

However, when someone isn't interested in a subject-meaning they have no intrinsic motivation to learn about it – giving rewards can get them to participate in the activity, which might then spark some intrinsic motivation within them. Extrinsic motivation can lead to intrinsic motivation.

Though this isn't always the case, most students already have intrinsic motivation to learn English. They have a goal in mind, whether it's related to business, academics or something else, and English is necessary for them to reach their goal. So they want to engage in learning the language.

With that in mind, too much praise or extrinsic motivation can actually hinder their learning. That's why your students will perform best when you focus on motivating them intrinsically rather than extrinsically. In other words, encourage their already present desire to learn rather than tempting them to learn with external rewards.

But we can enlarge types of motivation: instrumental, integrative, intrinsic, and extrinsic motivation. The instrumental motivation refers to acquiring a language as a means for obtaining instrumental objectives such as furthering a career, reading technical materials, translation, and so on. The integrative motivation describes learners who want to integrate themselves into the culture of the second language group and become involved in social interchange in that group.

"Motivation plays a significant role in the process of learning a language. Language teachers cannot effectively teach a language if they do not understand the relationship between motivation and its effect on language acquisition. The core of motivation is what might be called passion, which relates to a person's intrinsic goals and desires. Successful learners know their preferences, their strengths and weaknesses, and effectively utilize strengths and compensate for weaknesses. Successful language learning is linked to the learner's passion. And instructors should find ways to connect to this passion". [2]

One of the multiple tasks of a language mentor is to be a motivator. This role and its importance should be perceived and accepted by teachers becoming one of the fundamentals of the success of educational process itself. Mentor's powers cover encouraging, supporting, sustaining or discouraging of types of students' behavior. So, activation of motivation components is a set of magic tools which are at mentor's disposal.

The variety of available techniques allow a mentor to be a creative teacher and successful professional reaching the essential goal of education – giving a student qualitative knowledge ready for effective application as well as facilitate a student's personal development.

Taking into consideration that one of the main practical objectives of any language, either native or second, is communication – students should communicate! An ability to communicate using a foreign language is extremely motivating because of two reasons – getting opinions across is a rather emotionally involving process itself and can be rather entertaining; and, secondly, foreign language communication skills is often the main thing which students want to gain from learning a foreign language. For some students, perspective professional communication is the goal, some – eager to continue their studies abroad, still the others have the plans to travel and communicate all over the world. It is essential to notice that English is considered the most popular language in this sense being the means of international communication.

So, the more students communicate in class the more motivated for learning the language they become. An ability to achieve smaller or bigger goals, any grade of success and achievement supplies forces for further development. In this connection the incoming point is important.

Teachers are required to correct mistakes but the motivational component should be observed. Correction of mistakes is necessary but highlighting achievements is reasonable to encourage and motivate. One of the ways to make a teacher's correction useful and still motivating is to combine it with a positive comment leaving the place for student's self-confidence and development [5].

It is not less important to make the process of learning a foreign language as close to reality as possible. Realizing the practical purpose of any activity is also rather motivating. Project-based learning, role playing, etc. are effectively applicable to complete this task. The former is intended to focus on reality as it is based on a true problem which students are assigned to solve taking a series of steps. The activity is remarkable because of the fact that the process of looking for a solution is more important than the solution itself as it is the place for students' language knowledge practical application. Moreover, the process is combined with productive communication.

Role-playing also helps to stay on the practical side. Dealing with real-life situations related to possible professional or private fields displays the results of language skills application hence motivating the students to develop their studies coming closer to their goals.

The class-room atmosphere is now friendly and interactive. Teachers are trying to make the students confident for speaking. Materials are also enjoyable and affective for learning a second language. Some of the students are feeling bored about the materials but the number is not that countable.

Students are now both intrinsically and extrinsically motivated for learning a second language. Students' performance in English is better now as

they are practicing it by many ways. Formal and informal both contexts are helping them for learning. Teachers-students relationship has to be friendly and interactive. Teachers will inform the purposes or achievement for learning. It may motivate the students to learn better. The teaching material has to be interesting. Teachers can give rewards for specific tasks. That will influence learner to participate in every task. Forcing or pressure demotivates student sometimes.

Teachers need to understand students' mental and physical situation as well. Too much pressure or forcing may not let the students to learn more or it may decreases learners' interest for learning. Group work/pair work can be helpful, but it has to be monitored by teachers. Students feel more comfortable to talk with their mates. Students like to participate in this kind of tasks. Teachers can influence learners' extrinsic motivation and enhance poorly motivated students. Teachers should use some audio visual aid and new technologies to make the class enjoyable [4].

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THE ROLE OF GAMES IN TEACHING FOREIGN LANGUAGES

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Abstract: the article under discussion depicts the importance of using games in teaching learners foreign languages and suggests different interesting techniques to improve speaking skills and enhance motivation of the learners. Recently, in the context of Ukraine's integration into the world community, problem of quality of education have been sharply noted, and the search for reliable means, methods and technologies for evaluating its results, in line with international standards, is continuing. In today's world, knowledge of foreign