

## Motivating students as a key factor in English teaching process

Iryna Kobylanska

Vinnitsia National Technical University, Vinnitsia

<https://orcid.org/0000-0001-5786-4625>

**Abstract.** *The article is devoted to the problem of forming motivation as the main task in teaching foreign languages to students. Motivation serves as a key factor in the learning process, determining its productivity. Motivating students requires measuring and celebrating both progress and growth. Our brains can be motivated if we are in an appropriate emotional state. The quality of relationships between teachers and students also influences learning problems, retention, competence with peers, tolerance of frustration, academic and social skills, concept development, and behavior problems.*

**Keywords:** *motivating students, teachers, relationships, learning English, teaching process.*

Ours is the most important profession in the world, because from the fruits of our labor come all other professions. Moreover, influence how people relate to others and solve problems. We have the capacity to evince great changes in people. We can help create an avid love of learning, an intense fear of failure, or absolute apathy. Motivating students is possible only if we understand them and truly care about them as fellow human beings. In other words, we must start by building relationships with them. Treat each student as if he or she is your favourite. Greet your students every day with a welcoming smile, whether you feel like it or not. Give them choices. Respect them and show and mean it [2].

Motivation is increased when the work is of obvious value, has intrinsic interest, and provides transfer. In studies of motivational classrooms, teachers encouraged curiosity and suspense, stimulated appropriate cognitive conflict, and encouraged students to try a wide range of strategies to accomplish tasks. Neuroscientists have found that novelty appeals to the brain. Our brains can be motivated if new ideas and tasks are in the classroom [1].

Also, our brains can be motivated if we are in an appropriate emotional state. Sometimes, though, students get so wound up or are under so much stress that instead of getting brains going, we need to calm them down. Just as teacher can use exercise and movement to reinvigorate tired brains, you can use music, lighting, and brain tools to help get students into an optimum state for learning. Our emotions greatly influence learning. "Emotional states run our lives, including how we think, feel, remember, act, and dream". One emotion, stress, seems critical for optimum learning. Occasional or moderate stress is, for the most part, a healthy state [5]. A brief period of stress

enhances memory. High stress, however, is not good for learning; it has been shown to kill brain cells and keep students from participating fully in class. "If the classroom is a fearful, unpredictable place and students seldom know where they stand, they are likely to be more concerned with security and less with learning". Fear and stress are demotivators, and punishment and public reprimand negatively affect students' academic motivation. In addition, outside events that trigger emotions can influence motivation [4]. Students' home lives, their friendships, and incidental events can all tip motivation into demotivation. "You never know what happens in the hallways. At the start of class, students could still be reeling from an insult, a breakup with a close friend, a fight, or the loss of some- thing valuable. You will not be able to – nor do you want to – keep emotions out of your classroom. Lack of emotion is just as bad as uncontrolled emotion. Instead, work to avoid both extremes. Just as we've seen with stress, moderate amounts of any emotion can enhance learning. Teachers must provide students with the tools to control their emotions. Students, if taught, can learn how to self-regulate their own emotions using these tools. It is important that they know when and how they can help themselves become better learners. It's not hard to believe that being comfortable, having a drink of water, having time to think, and being able to get up now and then will enhance learning. Perhaps the Golden Rule applies here: Treat your students as you would want them to treat you [3].

**Conclusion.** Monitoring motivation over a period of learning not only encourages the learners to be aware of what is impacting on their learning, but also gives you, the teacher, an idea of factors that may otherwise be outside the general focus of activities. Current brain research, though valuable as you plan strategies for classroom management, is not a cureall that will make children perfect angels who gobble up knowledge each day. Brain research and the implications that stem from it require some action research on your part as well. Make it your mission to plan, try, reflect, and revise as you go. It only requires that you think about what makes learning easy.

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