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ACTIVATION OF MOTIVATION IN FOREIGN LANGUAGE CLASSROOM

Abstract. This article examines how teaching a foreign language through motivation, novelty and a variety of forms and methods of the lesson effectively affects improving students' perception of the materials provided and increasing the level of knowledge of students, and also proves that it enriches, systematizes knowledge and leads to the activation of cognitive activity of students in a foreign language lesson. The definition of modern methods of teaching a foreign language and various forms of teaching is given. And most importantly, it promotes the wide use of the acquired knowledge as the owner of a professional profession, applying them on the basis of practice. In addition, non-traditional technologies of lessons are explained, methods of work useful for the student and effective for the teacher are differentiated. Innovative pedagogical technologies and non-traditional technologies, trainings related to other educational methods that allow effective and interesting use of new information technologies in the classroom, definitions and comments on new teaching methods and techniques are provided. This article discusses the results of the survey conducted among foreign language educators about their attitudes towards the motivation and innovation in foreign language classroom.

Keywords: motivation, foreign language, teacher, student, methods, develop.

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Аңдатпа. Бұл мақалада сабақтың мотивациясы, жаңалығы және әр түрлі формалары мен әдістері арқылы шетел тілін оқыту студенттердің ұсынылған материалдарды қабылдауын жақсартуға және олардың білім деңгейін арттыруға қалай тиімді әсер ететіні қарастырылады. Сонымен қатар бұл аталмыш тәсілдер шетел тілі сабағында білім алушылардың танымдық іс-әрекетін байытатыны, жүйелейтіні және жандандыратыны дәлелденеді. Шетел тілін оқытудың заманауи әдістеріне және оқытудың әртүрлі формаларына анықтама беріледі. Ең бастысы, алған білімдерін практика негізінде қолдана отырып, кәсіптік мамандық иесі ретінде жұмыс барысында кеңінен қолдануға ықпал етеді. Сонымен бірге сабақтың дәстүрлі емес технологиялары түсіндіріледі, білім алушы үшін пайдалы, оқытушы үшін тиімді жұмыс әдістері де сараланады. Инновациялық педагогикалық технологиялар мен дәстүрлі емес технологиялар, сабақтарда жаңа ақпараттық технологияларды тиімді және қызықты пайдалануға мүмкіндік беретін басқа білім беру әдістерімен байланысты тренингтер, оқытудың жаңа әдістері мен әдістемелеріне анықтамалар мен түсініктемелер ұсынылады. Біз сабақ барысында экскурсиялар, әңгімелер, жобалар, ойындар ұйымдастыра отырып, сабақты музыкалық шығармалармен сүйемелдеу түрлеріне де тоқталдық. Бұл мақалада шет тілі мұғалімдері арасында шетел тілі сабағындағы мотивация мен инновацияға қатынасы және ой-пікірлері туралы сауалнаманың нәтижелері талқыланады.

Кілт сөздер: мотивация, шет тілі, мұғалім, оқушы, әдістеме, дамыту.

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Активизация мотивации в обучении иностранному языку

Аннотация. В данной статье рассматривается, как обучение иностранному языку посредством мотивации, новизны и разнообразных форм и методов урока эффективно влияет на улучшение восприятия учащимися предоставляемыми материалами и повышение уровня знаний обучающихся, а также доказывается, что оно обогащает, систематизирует знание и ведет к активизации познавательной деятельности обучающихся на уроке иностранного языка. Дается определение современным методам обучения иностранному языку и различным формам обучения. А главное, способствует широкому использованию полученных знаний в качестве обладателя профессии, применяя их на основе практики. Кроме того, разъясняются нетрадиционные технологии уроков, дифференцируются полезные для обучающегося, эффективные для преподавателя методы работы. Предоставляются инновационные педагогические технологии и нетрадиционные технологии, тренинги, связанные с другими образовательными программами, которые позволяют эффективно и интересно использовать новые информационные технологии на уроках, определения и комментарии к новым методам и приемам обучения. Мы остановились на видах экскурсий, бесед, проектов, игр, сопровождение занятия музыкальными произведениями. В данной статье рассматриваются результаты опроса, проведенного среди преподавателей иностранного языка, об их отношении к мотивации и инновациям на уроках иностранного языка.

Ключевые слова: мотивация, иностранный язык, преподаватель, обучающийся, методы, развивать.

Introduction

Today, a lot of attention is paid to the study of foreign languages in educational institutions, because the world has long understood that knowledge of foreign languages gives a person an advantage over others who have not yet realized it. Therefore, it is important to throw all the forces to solve the primary problems that entail a complete change in the foundations and requirements. Without a radical change in the methods and methods of teaching languages, it is impossible to wait and, in general, to achieve success in the educational process. Do not forget that the initial duty of an educational institution is to teach educated individuals with developed creative thinking who are ready to develop independently, be competitive, and strive to stand on par with highly qualified specialists. But, to achieve this goal, not only first-class teachers and methodologists are needed, it is also necessary to educate children in the spirit of the eternal desire to conquer the world with their knowledge. As people say, all methods are good, which will help to achieve the goal.

In this article, we will discuss the teaching of foreign languages through motivation, innovation, and various, mostly effective, methods in this direction. The highest indicator of perfect foreign language proficiency is the formation of students' communicative competence, which opens the way to the formation of a personality capable and ready to participate in intercultural communication. The fundamental foundations of active teaching methods were developed in the second half of the 1960s – early 1970s, were included in the course of professional training of teachers in our country, and were applied in practice by the best domestic teachers [1, p. 7]. Open borders and great opportunities for cooperation at all levels of the economy, world labor markets open up great prospects for competitive individuals who seek to conquer the olympus of world science. However, for this, the knowledge and aspirations of young people must meet international standards, i.e., at present, employers prefer personnel who speak the largest number of foreign languages. This is because foreign companies go beyond their own country and open jobs in different countries. It is advantageous for such companies to have a staff of personnel who speak not one, but several foreign languages. This is a time requirement [2; 3].

In modern language policy, a personality-oriented approach to teaching has been formed in recent years. The main provisions of this approach are aimed at the development of the personality as an active subjects of educational activity and comprehensive preparation for the process of continuing education, self-development, and self-improvement.

To interest students from the first minutes of learning a foreign language, teachers need to know motivation techniques. To do this, the teacher must possess, even «feel in his gut» based on the students' interest and desire for the basic methods, and the methodology of conducting the lesson. Applying the same method of motivation in several classes may not always be correct, because each teacher, depending on his worldview, cannot copy and convey to the listener all the necessary information. Creating motivation is the transfer of each teacher's thoughts and conjectures, using various kinds of visualizations to achieve their goal.

Every teacher needs to be not only a teacher but also a psychologist, the «attending physician» of each student, because like a doctor, a teacher should be next to a student at the moment when a student loses interest in learning a foreign language, does not feel his need, has no desire and interest to continue learning the language. In such a situation, only the teacher can return the student to the former «channel». The further education and upbringing of the student depends on the teacher. The methods and motivations used in such situations are not always applicable and are suitable for all students in a row. Sometimes it is enough to have a heartfelt talk with a student one-on-one, sometimes to talk about the life path of some scientists or famous people who achieved fame with their work and left an unforgettable mark in the history of mankind. Such «live» examples of famous personalities have a good influence on the continuation of the business started. Therefore, it is not only good lessons that a real teacher should be concerned about. He must possess communicative competence and persuasion skills, have knowledge and representation of

many fields of activity, as well as an impeccable reputation. The requirements for the personal and business qualities of a modern teacher have increased many times. Each lesson of such a teacher should be unforgettable, perceived easily and at ease. For the development of the cognitive interests of students and creative thinking activity, each teacher conducts his lesson in an interesting, fascinating way.

Currently, the problem of teaching a foreign language is considered - communication in terms of communication, skill training. The student gets the opportunity to use the language in his own language, the communicative function is primarily in the classroom, therefore, methodologists and teachers need to work on a foreign language lesson aimed at finding reserves for improvement, improving its effectiveness, and improving the quality of Education. Therefore, the teacher is invited to build his classes using non-standard forms of classes, making no small effort at every opportunity to increase the motivation of students to learn foreign languages, using interesting facts and situations about the educational material and the topic being passed at that time. I think that the variety of different didactic materials used in each lesson and materials from free access to the Internet will help to further develop the independence and creative initiative of schoolchildren [3–5].

The modern world is aimed at studying foreign languages. Therefore, on the Internet, you can find many sites aimed at the field of education and leading the educational process for their visitors. The sites have all the conditions for learning foreign languages. Teachers, guided by the requirements of the time, are looking for the possibility of using non-traditional and at the same time effective and efficient means for high-quality teaching. We should not forget about the world standards of the twenty-first century in the educational sphere. In order for a teacher to be able to use all the necessary material during the educational process, he needs to deepen his pedagogical skills, the ability to correctly present all the material without breaking their sequence, i.e. complementing each other. A teacher of the new century should always be in constant search of novelty, new forms and methods, and alternative methods of teaching a lesson. Simply put, the teacher should go beyond his idea of conducting a lesson, enriching and using unconventional methods and techniques that do not interfere with effective means of teaching, igniting the fire of passion and love for learning foreign languages again and again among students.

Research methods and materials

The purpose of this study was to analyze the data collected from a comprehensive research project and to draw meaningful conclusions from the findings. The data was gathered through interviews. The study aimed to understand the attitude of foreign language educators towards the role of motivation and innovation on education productivity and to identify any potential correlations between motivation and innovation usage and students' performance.

Data Analysis

The data analysis process involved several key steps. Firstly, the raw data was cleaned and organized to ensure accuracy and consistency. This involved removing any outliers or errors that may have been present in the initial data set. Once the data was cleaned, it was then subjected to various statistical analyses to identify patterns, trends, and correlations.

For this study, we surveyed 50 language educators from diverse backgrounds, including public and private educational institutions. The interviews were semi-structured and focused on the educators' perspectives on the role of motivation and innovation in language learning. We also collected statistical data on student performance and engagement to complement the interview findings.

As a result of the survey, we can state that the attitude of the participants to the use of motivation and innovation in foreign language classrooms was positive (Table 1).

Table 1 – Descriptive Statistics

	N	Mean	Std. Deviation
1. I believe that incorporating motivational strategies enhances students' language learning experience.	50	1,8600	,70015
2. I am open to trying new innovative teaching methods to engage students in the foreign language classroom.	50	1,9400	,65184
3. I feel confident in my ability to motivate students to learn a foreign language.	50	1,7600	,87037
4. I believe that using technology can be an effective way to motivate students in learning a foreign language.	50	1,8600	,75620
5. I am willing to adapt my teaching style to incorporate innovative approaches in the foreign language classroom.	50	1,8600	,72871
6. I think that creating a positive and supportive learning environment is essential for motivating students in the foreign language classroom.	50	1,8000	,67006
7. I believe that setting clear goals and expectations can motivate students to excel in learning a foreign language.	50	1,6400	,59796
8. I am open to collaborating with other educators to explore new motivational and innovative strategies for teaching foreign languages.	50	1,6800	,68333
9. I feel that incorporating real-world connections and cultural elements can enhance students' motivation in learning a foreign language.	50	1,9600	,78142
10. I believe that providing regular feedback and encouragement is crucial for motivating students in the foreign language classroom.	50	1,8400	,79179
11. I am confident in my ability to inspire and motivate students who may struggle with learning a foreign language.	50	1,8600	,80837
12. I think that using diverse and interactive teaching materials can enhance student motivation in learning a foreign language.	50	2,0200	,97917
13. I am open to exploring alternative assessment methods that can motivate students to demonstrate their language proficiency in the foreign language classroom.	50	1,8800	,79898
14. I believe that fostering a growth mindset can positively impact students' motivation and willingness to take risks in learning a foreign language.	50	1,8400	,91160
15. I am willing to seek professional development opportunities to enhance my knowledge and skills in motivating students in the foreign language classroom.	50	1,8600	,83324
16. I feel that incorporating project-based learning can effectively motivate students to apply their language skills in real-world contexts.	50	1,9200	,80407
17. I believe that creating a sense of autonomy and choice can enhance students' motivation and engagement in learning a foreign language. (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)	50	1,9400	,86685
18. I am open to exploring how social and emotional factors can impact students' motivation and learning in the foreign language classroom. (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)	50	1,7000	,70711
19. I think that celebrating students' progress and achievements is important for sustaining their motivation in learning a foreign language. (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)	50	1,8800	,71827
20. I am committed to continuously seeking ways to innovate and motivate students in the foreign language classroom for their long-term language proficiency development. (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)	50	1,7600	,77090
Valid N (listwise)	50		

The lesson, in its usual sense, is not the only type of organization of educational work at school. Currently, the search for ways to develop and improve organizational forms of education continues. One of them is non-traditional forms of education. Currently, the term “non-traditional” is widely used. Non-traditional classes are a form that changes the structure of the lesson in accordance with the goals of the educational process and increases the subjective share of creative assimilation of knowledge by students. Non-traditional teaching is a non-standard method developed on the basis of classical forms of education, which allows radically changing the format of the lesson to surprise your students. It is a surprise that can become a mechanism for the formation of positive motivation for learning. Unfortunately, it is quite difficult to surprise modern students because of the overabundance of information. In this case, what should a teacher who wants his students not to lose interest in the subject? A good solution would be to use non-standard forms of lessons. Here is an example of such a lesson:

The lesson game “Eating out (B кафе)”

Lesson objectives:

1. Educational – to ensure the use of active vocabulary on the topic of «Food» within the framework of the educational situation «In a cafe»; to introduce students to the would like structure and teach them how to apply it in a given situation.
2. Educational – to contribute to the formation of students' communication skills.
3. Developing – to promote the development of students' speech skills, attention, and thought processes (highlighting the essential, correlating the visual image of an object with its lexical meaning).

Equipment: Projector, recording of the song «Say Hello», drawing of a summer cafe, drawing of a plate, red, green and brown apples cut out of paper, pictures (prepared in advance for showing through the projector): cake, cookies, lemonade, mineral water, juice, Coca-Cola, ice cream, chocolate, chupa-chups, pudding, yogurt, sweets, bun, various fruits, handout, serving table.

The KA-23-8 group (1st year, 12 students) is divided into three subgroups.

I. The beginning of the lesson.

T: Good morning, smiling faces. How are you? Well?! I hope we'll have a wonderful time together. Let's begin our lesson and first the phonetic drill:

II. Phonetic drill (There is a proverb written on the board: The appetite comes with eating.)

T: 1) Students, read the proverb and try to give Russian or Kazakh equivalent.

2) Say after me (pronunciation is being practiced).

3) Try to learn the proverb (the students read the proverb in chorus, with each new repetition the teacher erases one word until the proverb disappears).

4) Remember the proverb (Several students reproduce the proverb).

T: Well done.

III. Introducing the topic.

T: Today we'll talk about food. The topic of the lesson is eating out (the teacher points to the blackboard, and gives a translation). Students, answer some questions:

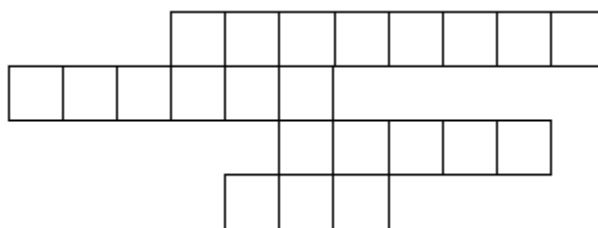
Do people usually eat at home?

Can people eat in a restaurant?

Can they eat in Mc McDonald's?

Can they eat in a pub?

And now look at the blackboard, please. There is a tasty crossword on it. If you do it right, you'll know where you are going today.



1. It's green and you have it in salad (cucumber).
2. Monkeys like the yellow fruit (banana).
3. Apples, bananas, plums are ... (fruit).
4. It's a drink. In Russia people usually drink it hot, but in some countries, people drink it cold (tea).

Having written the words correctly horizontally, the word cafe appears vertically.

Well, students. It's the place where we are going today.

The teacher closes half of the blackboard and points to the image of a summer cafe.

We are going to a summer cafe.

IV. Revision words on the topic.

T: But before going to the cafe we must refresh some words on the topic «Food».

1. Say after me (simultaneously showing pictures through the projector: cake, cookies, lemonade, mineral water, juice, Coca-Cola, ice cream, chocolate, chupa chups, pudding, yogurt, sweets, bun, various types of fruits and vegetables.... etc.).

2. What is the English for juice, ice cream, etc.? (Work on pictures).

3. Get into your pairs; wordlists are on your desks (the list of words in Russian and Kazakh, students check new words from each other by turning off the projector (word memorization is checked)).

4. Now a ballgame (word checking with the help of a ball game, the teacher calls the word in Russian and Kazakh, the students - in English).

5. Now work in groups. Each group has its own task. The first group must find five things we can eat or drink. The second group: it's a zebra, but it lost its stripes, draw the stripes to separate the words. The third group must finish the text you have on your table. For work – 2 minutes.

V. Physical pause.

T: OK, students. Well done. Let's go to the cafe. Stand up and go, sing our song (students sing the song «Say Hello» with movements or can sing while sitting in their seats using karaoke).

VI. Presenting the target structure *would like*.

T: Thank you, sit down. We are in the cafe and you can order something to eat and drinking. But at first, we must learn some phrases to be able to do it. The phrases that we will learn now are used in English in everyday speech, for example in cafes, in shops, and in those public places where you want to buy something and at the same time do it politely.

Look at the blackboard:

would like - [wud]

I would like. – Маған беріңізші (Дайте, пожалуйста)

What would you like? – Не қалайсыз? (Что пожелаете?)

Here you are. – Мархабат (Вот, пожалуйста (когда вам подают что-либо)).

Phrases are worked out phonetically.

T: Students, you have dialogues on your tables. They help you to do your orders. Read and translate the dialogues.

While working with the dialogue, the teacher pays attention to new phrases.

VII. Role - play.

T: And let's play. I am a waiter. You are friends. You want to order something to eat and to drink. Now discuss it in your groups and then I take your orders.

3 students from each subgroup, quickly putting on aprons, turn into waiters.

S (as a waiter): Good afternoon, students. Glad to meet you. Here's the menu, please (the waiters from each group offer the menu to the other group). You can discuss what you want.

There is a discussion in English among the students (based on dialogue). Then the waiters approach the teams and use the phrase What would you like to take orders and give the order sheet to an assistant from his team who will prepare them. At this time, the teacher conducts the following game:

T: Students, wait some minutes, please and I offer to play a game. You have a set of words on your tables. Which of these products do people eat for breakfast, lunch, and dinner? (Each group has the same set of words). The first group takes breakfast, the second – lunch, and the third – dinner. For task, I give you two minutes.

Thank you very much. Oh, students, your orders. The waiters approach each group and, commenting on the orders, give them to the students: Your two glasses of orange juice, four ice-creams ... etc. The orders are real. However, the teacher can use dummies.

VIII. Reflection.

T: In our cafe visitors usually give a tip. Now everyone can leave a tip for me. But today a tip isn't money, it's an apple you have on your table. You give me a red apple or a green apple or a brown one (the values are painted on the board, apples of different colors are on the desk of each group). Put an apple on the plate (a plate is depicted on the magnetic board, students go out and put their apple).

T: Now we can see the result of our lesson. We have so many red apples, that's why I can say we have spent our time usefully. Thank you for your work. Bon appetite.

Appendix to the lesson:

Dialogue: In the café

Ann: What would you like, my friends? As for me, I would like an ice cream and a glass of orange juice.

Mike: I would like an ice cream, a lollipop and a glass of orange juice.

John: And I would like a cake, a bar of chocolate and a glass of mineral water.

Helen: I would like yogurt and a glass of orange juice.

Ann: We would like two ice creams, three glasses of orange juice, a lollipop, a cake, a bar of chocolate, one yogurt and a glass of mineral water.

Based on this concept, non-traditional learning can be called a new learning technology. During such classes, the student acts as a subject who is in full control of his actions in the context of organization, search. At this stage, the mechanism of cognitive interest becomes more complex and forms the basis for the formation of the student as a person. Since the process of thinking is formed by a complex chain, the most necessary is selected from the assumptions, the necessary method is selected, the types of knowledge are checked and various solutions are differentiated. In this case, the student's entire activity becomes more important to himself, creativity brings great joy, admiration for his «discovery», joy from overcoming difficulties on his own, helping others, ingenuity, progress in mastering knowledge, and emotional energy. We pay special attention to “non-traditional forms” of organizing the educational process. As a rule, non-traditional forms appear when the teacher strives to make the lesson vivid and emotional, to convey the educational material to each student based on involuntary attention, and to activate the students themselves in the creative process [4, p. 76].

Recently, teachers have increasingly begun to use cliches when teaching English. Everyone wants to bring something new to language learning, but it's not easy. The use of non-traditional methods and techniques in the organization of classes makes the learning process interesting and productive. When using these methods, academic performance increases and the vocabulary of students expands. However, it should be borne in mind that if the teacher decides to use these methods, then preparing for such classes will take a long time and require the efforts of the teacher. Therefore, the use of such a technique in everyday life is extremely rare. Based on the results of research and analysis of the literature on the topic, we can conclude that non-standard methods should be used in schools. However, keep in mind that excessive use of these methods can negatively affect student academic performance. When using traditional and non-traditional methods, an appropriate distinction is required. If the teacher decides to use one of the non-traditional forms of the lesson, it is necessary to properly allocate time and tasks in the lesson.

The formation of an active personality does not occur without the active assimilation of knowledge. If the teacher allows students to deviate from boring patterns, then, in general, this can have a fruitful effect on improving the level of knowledge of students.

Results and discussion

As a result of the survey conducted among educators during our research to obtain information about their attitude toward the importance of using motivation and innovation in foreign language classrooms, we outlined the following conceptions:

Role of Motivation

The interviews revealed that motivation plays a crucial role in language learning. Educators emphasize the importance of fostering intrinsic motivation, which involves students' genuine interest in learning a language. They highlighted the significance of creating a supportive and inclusive classroom environment that encourages students to take ownership of their learning. Statistical data further supported these findings, showing a positive correlation between students' self-reported motivation levels and their language proficiency scores.

Innovation in Language Teaching

Innovative teaching methods were identified as key drivers of student engagement and language acquisition. Educators discussed the benefits of incorporating technology, such as interactive language learning apps and virtual reality simulations, to make language learning more interactive and immersive. They also emphasized the value of project-based learning and real-world application of language skills. Statistical analysis of student performance indicated that classes with a higher integration of innovative teaching methods demonstrated greater student participation and retention of language knowledge.

Challenges and Opportunities

Despite recognizing the importance of motivation and innovation, educators also discussed various challenges they face in implementing these strategies. Limited resources, institutional constraints, and standardized testing requirements were cited as barriers to fully leveraging motivation and innovation in the classroom. However, educators expressed optimism about the potential for collaborative professional development and ongoing research to address these challenges and create more opportunities for effective language teaching.

Implications for Practice

Based on the findings of the survey and statistical analysis, several implications for practice emerged. Educators should prioritize creating a motivating and inclusive classroom environment that nurtures students' intrinsic motivation. This can be achieved through personalized learning experiences, culturally relevant content, and meaningful connections to real-world contexts. Additionally, integrating innovative teaching methods, such as technology-enhanced learning and project-based activities, can enhance student engagement and language proficiency. Professional

development opportunities should be provided to support educators in implementing these strategies effectively.

The role of motivation and innovation in the foreign language classroom is significant, as evidenced by the insights gathered from interviews with language educators and statistical data analysis. Fostering intrinsic motivation and embracing innovative teaching methods are essential for enhancing language learning outcomes. While challenges exist, there are opportunities for educators to collaborate, share best practices, and advocate for supportive policies that enable the effective integration of motivation and innovation in language teaching. By prioritizing these factors, educators can empower students to become proficient and confident communicators in a globalized world.

Analyzing the traditional and non-traditional methods of teaching foreign languages, it should be noted that traditionally the methodology of teaching a foreign language includes a complex study of grammar and the practice of translation. A characteristic feature of these methods was the memorization of words and constructions, which was also effective since the memorized words and phrases came to mind. Traditional methods are based on a class-lesson system, teaching all types of speech activity: grammar, phonetics, and vocabulary, the main method of teaching was reading and translating texts and learning grammar. In traditional teaching methods, the teacher plays the role of the main actor, students are passive listeners who perform the tasks of the teacher. The advantages of these methods include expanding vocabulary, mastering translation techniques, and mastering grammar, as well as familiarizing yourself with artistic language, using elements of comparison and comparison in languages. The disadvantages of these methods are the lack of oral speech skills, as well as emotional intelligence, and creative activity, which have found their development in non-traditional teaching methods. Unlike traditional methods, non-traditional methods of teaching foreign languages, including problem-based teaching methods, are aimed at developing communicative activity, creativity, critical thinking, and increasing mental activity. The main direction of such methods is live communication, the learning process is close to real-life situations. The lesson using problem-based learning methods is focused on student activities. At the center of training is the personality of the student, acting as an active creative subject of educational activity. In the construction of the semantic structure of sentences in speech, the expression of subjective opinions, and reflections on a particular problem situation plays a large role. Problem-based learning methods are characterized by the problematization of educational material, the organization of active independent activity, and the development of students' thinking abilities. The advantage of non-traditional methods is overcoming psychological barriers, inherent in traditional teaching and eliminating the fear of mistakes. The usual lessons, which are compiled according to the traditional method, are conducted in many language schools in all states. The so-called non-standard or non-traditional methods of the lesson are appreciated because, firstly, they are aimed at increasing the motivation of the student, and secondly, they have an effective impact on the perception of the educational material. Such lessons do not leave students indifferent. For example: non-traditional lessons can be conducted in nature, in the corridor, or in any place where the situation is conducive to a trusting relationship between the teacher and students. Students feel liberated, and express their thoughts freely, an atmosphere of relaxation and comfort is created, and the language barrier is removed, because the fear of making a mistake in statements disappears. If we take into account that the goal of each lesson is to achieve the assimilation of the material and the emergence of a sense of pride in the knowledge received after the lesson, then this method fully justifies the hope of all teachers. You can also add that all students participate in the lesson, the whole class, audio material is used and visual material is used. At the discretion of the teacher, it is allowed to read poems and poetry related to the topic of the lesson. Such lessons contain pedagogical, psychological, and methodological techniques and are aimed at achieving such goals:

1. The material of the past topic is fixed;

2. A gap in students' knowledge is revealed;
3. The control of the acquired knowledge and skills of students is carried out;
4. Harmony is achieved in the relationship between teacher and students;
5. A trusting atmosphere is created during the lesson, which entails a serious approach of the student to the lesson and the disappearance of uncertainty in his knowledge.
6. It is allowed to be a teacher consultant, rather than a teacher.
7. allows every student to be in the role of a teacher and take the «reins of government» into their own hands.
8. Enables the student to fully open up and overcome his fear of being in an awkward position because of the fear of making a mistake.

In drawing up a plan for conducting non-traditional forms of the lesson, the following methods are used:

1. The student's interest in learning a foreign language (motivation);
2. The use of modern teaching technologies in the lesson (innovation);
3. The possibility of wide application of various forms and methods;
4. Increasing the activity of creative thinking of students.

It is important to create an atmosphere of foreign language communication in the lesson, since not active, but passive communication prevails in the lesson. The key to the success of any non-standard lesson is: genre diversity, clear structural thinking, an idea that inspires children, joint training. The positive features that give non-standard lessons are: favorable conditions, simple communication, psychological comfort, a state of success, equal conditions for the disclosure of personality and features for students. Considering these forms of non-traditional lesson, we can also say about trainings, which have long been highly appreciated by methodologists. Types of trainings:

1. Lesson – excursion;
2. Lesson- interview;
3. Lesson discussion;
4. Game lesson;
5. Music lesson; [5, p. 166].

Excursion lesson. In the modern world, it is not difficult to conduct a lesson-tour, because the World Wide Web has extensive information and a program. On the Internet, you can find not only the country you are interested in but also all the data about this state. From the school bench, we must teach students to treat their homeland with respect and love, but they should also know about other states with no less knowledge. Since they are learning a foreign language, they need this knowledge. It is easy to study another country in comparison with your Homeland. Even as a student of the Faculty of Foreign Languages, he must not only have information about the country of the language being studied but also be able to be a guide and guide. He should not only know about the country, but be able to talk interestingly about customs and traditions, about holidays and state systems. At the same time, it should be borne in mind that knowing the state is one thing, and telling it using terminology and special expressions is another. This requires deep knowledge and logical thinking from students. It is necessary to conduct a lesson- tour with constant regularity. Such lessons give students to search for information themselves, engage in an independent search for a source, build a whole chain of events related to the topic under discussion, look for expressions that accurately convey the meaning and essence of the statement, reconsider their opinion about some information, to get to the truth in some controversial points.

Interview lesson. This is the most responsible form of the lesson and requires maximum commitment from students, full immersion in the field of activity, creative thinking, quick reaction to what is happening, and excellent knowledge of a foreign language. Lesson- interview or lesson-interview is conducted on a specific topic. This is a dialogue aimed at obtaining the desired information using pre-learned cliched phrases. Cliched phrases are learned in such a way that they

can be pronounced automatically. Such lessons are conducted to consolidate the material of past topics, you can even give such lessons subheadings. For example, My working day, my Grandfather's birthday, University studies, and My future profession.

The interview lesson is, first of all, an information-gathering lesson. But, not all topics can be taken as a subtitle for such lessons. For example: «My city», and «My university» Such dialogues do not provide sufficient cognitive knowledge to students, because the speaker's already established opinion is voiced here because the speaker does not intend to change his opinion.

It is necessary to select a topic on which students could supplement their knowledge with the information they heard. For example: “Harm and benefit of modern gadgets on children's health”, “Values of the modern world”, “The plan is a half-done deal», etc. Before conducting an interview lesson, preparatory work should be done with students. Based on the topic, you need to give them the necessary links on the Internet, the names of books and their authors, and even specify specific pages for reading and writing out the necessary information in the notebook. Repeat the cliched phrase with them because they will need to resort to their use during the conversation. Conducting such a lesson pushes students to further study a foreign language, independently study this topic, delve into the essence of the problem, study various information, and “surf the Internet” to get acquainted with various sources of information, expanding their horizons.

Music lesson. A lesson where music sounds like an auxiliary didactic audio material is considered an unconventional type of foreign language lesson. From time immemorial, when most people were illiterate, many texts were learned by singing, this was the case in ancient Greece. The method of learning a foreign language with the help of music and chanting is practiced nowadays in many schools in France and India, the Indians preferred to teach the alphabet with the help of songs in elementary school.

The music lesson solves two tasks at once: rapid memorization of words and expressions, listening to the motif of the song several times, while developing the auditory memory of students and contributes to the aesthetic and moral education of schoolchildren, revealing in more detail the abilities of each student. Singing during a foreign language lesson has a positive effect on the psychological climate of the class, reduces fatigue, and activates language activity. After such a lesson, there is a recovery of loss of strength and a reduction in stress, and students feel rested and ready for the next lesson [6, p. 190].

Discussion is a lesson. Such a lesson is characterized by an active discussion of certain issues. Discussion in a foreign language helps in oral practice and the conscious use of a foreign language for practical purposes. The debating lesson is based on the following skills:

- 1) logical and critical thinking.
- 2) be able to organize your thoughts.
- 3) speech skills.
- 4) rhetorical skill.
- 5) ability to work in a team.
- 6) the opportunity to go on stage in public.

The lesson is a game. Play is one of the most important teaching methods. The factors that accompany the game (curiosity, satisfaction, feeling of joy) make learning easier. Games can be used for various purposes: when memorizing and consolidating new words; for the formation of oral speech skills; and as a form of independent communication for students in a foreign language. In higher educational institutions, it is advisable to mainly use role-playing games.

Lesson-project. The project methodology is distinguished by high communication, allowing you to create an atmosphere of creative research. When working on a project, the following conditions must be observed: the topics of projects can be related both to the country of the language being studied and to the country of residence of students. Students should be guided by comparing events, and facts from the history and life of different nations. It is necessary to direct

students to use as realistic texts as possible. The topic should be close and interesting to students, and students should use facts from interrelated areas of knowledge.

Conference lesson. This lesson should be done as a final lesson on the topic covered. As a rule, it is carried out in the form of a role-playing game, since specific roles must be used: these are conversations between members of delegations or other group members, representatives of the Press, journalists of newspapers and magazines, and photojournalists. Conference participants are given a specific topic. During the lesson, students practice monologue speech, learn to ask problematic questions of an argumentative nature and accurately answer questions. Children really like these classes, because they make attempts to develop the skills of independent work, striving for creative search. After the end of the lesson, as a rule, students share their impressions, and determine whether they won.

Dramatic method lesson. The dramatic method was invented by Manfred Schev as a result of the long-standing British tradition of teaching drama. His goal was to find a more effective way of teaching and learning languages than regular courses or classes at school. It was assumed that this goal was achieved by forcing students to act as they read in fictional situations.

Motivation plays a crucial role in foreign language teaching as it directly impacts the learning process and outcomes of students. It is widely recognized that motivated students are more likely to engage in the learning process, persist in the face of challenges, and ultimately achieve higher levels of proficiency in the target language. Therefore, understanding the role of motivation and implementing effective strategies to enhance it is essential for language educators [7, p. 30].

One of the key aspects of motivation in foreign language teaching is the intrinsic motivation of students. When students are intrinsically motivated, they are driven by their own interests and enjoyment of the learning process. This type of motivation is particularly important in language learning, as it often involves a significant amount of time and effort. Teachers can foster intrinsic motivation by creating a supportive and engaging learning environment, incorporating interesting and relevant materials, and providing opportunities for students to use the language in meaningful ways.

In addition to intrinsic motivation, extrinsic motivation also plays a role in foreign language teaching. This type of motivation involves external factors such as grades, rewards, or social approval. While extrinsic motivation can be effective in the short term, it is important for educators to also focus on nurturing intrinsic motivation, as it tends to lead to more sustainable and meaningful language learning [8, p. 32].

Motivation can also be influenced by the perceived value of learning a foreign language. Students are more likely to be motivated if they see the practical benefits of language proficiency, such as increased career opportunities, enhanced communication skills, and cultural enrichment. Therefore, educators need to emphasize the real-world relevance of language learning and help students make connections between their language skills and their personal and professional goals [9, p. 125].

Furthermore, the role of the teacher in motivating students cannot be overstated. Teachers have the power to inspire, encourage, and support students in their language-learning journey. By demonstrating enthusiasm for the language, providing constructive feedback, and fostering a positive and inclusive classroom environment, teachers can significantly impact students' motivation levels. Additionally, teachers can help students set achievable goals, celebrate their progress, and provide them with the necessary tools and resources to succeed [10, p. 18].

It is also important for educators to recognize and address individual differences in motivation. Not all students will be equally motivated to learn a foreign language, and factors such as personality, previous experiences, and cultural background can influence students' motivation levels. By acknowledging these differences and adapting teaching strategies to meet the diverse needs of students, educators can create a more inclusive and motivating learning environment.

Motivation plays a crucial role in foreign language teaching. By understanding the different types of motivation, emphasizing the value of language learning, and actively nurturing students' motivation, educators can create a more engaging and effective learning experience for their students [11, p. 145]. Ultimately, motivated students are more likely to achieve success in their language learning endeavors and develop a lifelong appreciation for the target language and its culture.

Technologization of teaching means, first of all, the creation of a mutually beneficial pedagogical environment in each lesson, and the introduction of a high level of humanism and individuality between teachers and students. The main content of the new communication is that communication in the learning process becomes more comfortable and increases the knowledge of students. One of the most effective teaching technologies in the modern educational process - training based on effective classes. It's just that the amount of teaching material is growing every year, and there is not enough time for training. According to the new technology, each teacher requires careful use of the time allocated for classes. Involves the use of various effective methods in the lesson on technology [12, p. 1192].

Conclusion

Education plays an important role in accelerating the socio-political and economic growth of any state, therefore, developing education is crucial. Developmental learning is not only about providing students with a broader education but also a deeper immersion in technical aspects and ensuring that the student contributes to the transition from one level to another, allowing them to develop more slowly and formulate content independently.

The main assistance of the teacher in the effective teaching of students and the achievement of deep knowledge by students is the right motivation of students who seek to gain knowledge with the help of a teacher. And teachers, with the support of students, more often resort to non-traditional forms of conducting a foreign language lesson. Motivation can be considered as the subjective world of the student. It is determined by his needs and increases the abilities that are important for the activation of all psychological processes. From the foregoing, it follows that the effectiveness of using non-traditional methods in the classroom largely depends on the teacher's ability to correctly structure the lesson and correctly choose one or another teaching method. The choice of non-traditional special learning technologies is determined by the target orientation, content specificity, individualization of training, and technical equipment of the Department. The use of non-traditional methods makes it possible to increase interest in the subject being studied, as well as to unleash creativity and increase self-knowledge.

Non-traditional lessons should always be used as a final lesson. This is because it is important to generalize and consolidate the knowledge, abilities, and skills of students. Everyday non-traditional classes can lead to a permanent loss of interest in the subject and the educational process. Preparing for lessons with non-traditional methods and forms of teaching requires careful preparation from the teacher, because each stage of the lesson should give an impetus to the transition to the next stage. Going through these stages, students must show their interest in what is happening, guess the next move and be ready to carry out new tasks. At the end of the lesson, students should show satisfaction with their grades and knowledge. When choosing non-traditional forms of education, the teacher should take into account the interests of the class and individual students, the technical equipment of the premises, the level of knowledge of students, and their capabilities should also be taken into account. However, not all schools and educational institutions are ready to provide equipment and literature for teachers to conduct lessons with non-traditional forms of education. Because such lessons go beyond traditional lessons and require careful preparation and compliance with the standard of providing educational services. Therefore, not

every teacher will decide to conduct lessons using non-traditional forms of education and not every educational institution is ready to create conditions for conducting such lessons.

But, not everything is so bad at this stage. Non-traditional forms of education can be applied after studying the topics and fixing them. Using various forms, you can use stages - an interview, a musical pause, an excursion, a discussion, a game. Depending on the purpose of the lesson, you can choose a separate or several forms of learning for each topic, but you should not forget that the stages should complement each other and for students the transition from one to another form should not be noticeable.

In conclusion, we would like to note that no matter what the lesson with traditional or non-traditional forms of education is, the main goal of teaching is to give a decent education to the younger generation. A real teacher will work hard regardless of the shortcomings in the educational institution.

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