

## PEDAGOGY AND EDUCATION

### Exploring motivation of future primary school teachers to learn English

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**Abstract.** This article presents the results of an empirical study on the problem of motivating future primary school teachers to learn a foreign language. The purpose of the study is to determine the type and level of motivation for Learning English among future primary school teachers. The research work was carried out for students of the "Pedagogy and Methodology of Primary Education" specialty at the Kazakh National Pedagogical University named after Abay. The diagnostics were carried out with the help of a questionnaire developed on the basis of R. Gardner's questionnaire for assessing motivation to learn a foreign language (Attitude/Motivation Test Battery). The research is aimed at identifying the level of students' interest in foreign languages in general and their attitude to learning English in particular, the leading motives of students (instrumental/integrative), as well as the presence of difficulties encountered in learning a foreign language. In the course of the study, the following motives were identified: professional, academic, personal, communicative. Listening and writing skills were identified as the most difficult skills of students in the perception of a foreign language. The results obtained may be important for optimizing the educational process and effective teaching of English to students of non-linguistic specialties.

**Keywords:** *higher education, non-linguistic specialty, teaching a foreign language, motivation, motivation to learn a foreign language.*

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Knowledge of a foreign language is one of the mandatory components of modern professional training of a specialist. Thus, the teaching of future primary school teachers in a foreign language in higher educational institutions is professionally oriented and communicative. Currently, international business contacts, computer networks, satellite television provide many opportunities for communication with foreign colleagues, so the need for specialists who know foreign languages is increasing more than ever. Knowing a foreign language is a necessary condition for those who want to succeed in their career. Fluency in a foreign language significantly increases competitiveness, and foreign language communicative competence is an important component of the

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professional competence of a specialist of any profile, therefore, Kazakh universities face the task of providing high-quality language training for students and creating psychological and pedagogical conditions that contribute to improving the effectiveness of training. However, the implementation of this task is complicated by the fact that future primary school teachers have a low level of motivation to learn a foreign language, which directly depends on the success of educational activities.

Motivation is an indisputable factor in the success of teaching in general and the study of foreign languages in particular. It is the starting mechanism for any kind of activity.

For the first time the word "motivation" was used by A. Schopenhauer in 1910 in the article "Four principles of sufficient reason". Since then, the term "motivation" has been used to explain the causes of human behavior in various fields of knowledge [1, p. 60].

In the book "Emotionality, Motivation and Learning", K. Bundschu defines motivation as a reason that can cause a specific human activity aimed at positive results and avoiding negative circumstances, according to the subject [2, p. 86].

In modern psychological and pedagogical literature, there are many ways to determine motivation, to understand the nature of this phenomenon, as well as its structure (L.I. Bozhovich, A.N. Leontiev, A.K. Markova, A. Maslow, S.L. Rubinstein, E. Fromm and others). The role and importance of motivation in the process of learning a foreign language is reflected in the scientific research of domestic and foreign scientists, including in the context of learning foreign languages (S.S. Kunanbaeva, B.A. Zhetpisbaeva, I.A. Zimnya, G.V. Rogova, S. T. Grigoryan, R. Gardner, V. Lambert and others)

According to I. A. Zimnyaya, motivation is the "trigger mechanism" of any human activity: be it work, communication or knowledge. A tangible, real, step-by-step and final result nourishes and maintains motivation. In the absence of success, motivation also fades, which has a negative effect on impact on the performance of a certain type of activity [3].

Agreeing with the point of view of H. Heckhausen, we believe that motivation is realized from various processes embodying the function of self-regulation, primarily before and after a certain action [4]. Motivation influences the direction of the student's activity and the amount of energy

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he mobilizes to carry out this activity. Motivation allows you to explain the manifestation of perseverance and perseverance in overcoming difficulties on the way to the goal. It moves, directs, organizes, and also enhances the importance of educational activities. The unity of all these functions ensures the regulatory role of motivation in the actions of students.

The importance of forming motivation to learn a foreign language is emphasized by many scientists. The problems of forming the motivation of future primary school teachers to learn a foreign language were deeply and comprehensively studied, ways of improvement were proposed. However, the question arises about the study of the specifics of the motivation of future primary school teachers to study a foreign language.

At the same time, it is necessary to diagnose: 1) students' interest in foreign languages in general and attitude to learning English in particular; 2) the leading motives (instrumental / integrative) of students; 3) the presence of difficulties that arise when learning a foreign language.

The purpose of this article is to identify the type and level of motivation for learning English among students of future primary school teachers.

61 sophomore students of Abay Kazakh National Pedagogical University took part in the study. The motivation study methodology consisted of three parts and was aimed at obtaining the following information: 1. general information about the participants (gender, age, specialty and profile of education); 2. the presence of interest in foreign languages and attitude to the study of English; 3. leading type (instrumental / integrative) and level of motivation; 4. the presence of difficulties that arise when learning a foreign language and affect motivation.

Monitoring of the leading types and level of motivation was carried out using a questionnaire developed on the basis of a questionnaire for assessing motivation to learn a foreign language (Attitude/Motivation Test Battery) by R. Gardner [5]. The questionnaire included 26 questions divided into three parts: interest in foreign languages and attitude to learning English (questions 1-8) integrative motivation (questions 9-17), instrumental motivation (questions 18-26). 56 participants (90.3%) were female students and 6 participants (9.7%) of the study were male students

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Participants had to evaluate simple statements on a six-point scale based on their personal presentation. The responses according to the Likert scale had the options "totally disagree", "disagree", "partly disagree", "partly agree", "agree" and "totally agree". This scale was used to determine the level of agreement or disagreement.

According to the results obtained, it can be seen that the majority of students in general are interested in learning foreign languages. As for the attitude to learning English as a foreign language, here we can talk about the average level of motivation of students. As for the interest in traditions and culture English-speaking countries, then in this case the majority gave a negative answer. The analysis of the obtained results allows us to speak about the average level of integrative orientation of learning English among the majority of students.

Most students have a high level of instrumental motivation to learn English. Among the most significant instrumental motives can be distinguished:

- professional motives indicating the the fact that a foreign language is studied based on certain pragmatic benefits, such as obtaining a prestigious job in the future, expanding career opportunities

- academic motives related to the desire to learn English in order to improve their professional level.

- narrowly personal motives, namely the motive of prestige, the motive of self-affirmation and the motive of achievement.

- communicative motives.

The overall results of the study recorded the average level of motivation to learn English among future primary school teachers at the initial stage of university studies. Attention should be paid to the difficulties of reading foreign sources, as well as the perception of video content in a foreign language, although students show a high level of interest in these types of activities.

The analysis of the results of the diagnosis of integrative orientation allows us to conclude that it is necessary to create conditions for foreign language communication with native speakers. In terms of instrumental orientation, the study helped to identify a group of dominant motives: professional, academic, narrow-personal, communicative.

Based on the comparison and evaluation, it was found out

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that the level of instrumental motivation is significantly higher than the level of integrative motivation, which indicates that the practical value of learning a foreign language as a means of intercultural communication, as well as as a tool for expanding career opportunities or obtaining a prestigious job, is primarily important for future primary school teachers. The results obtained may be important for optimizing the educational process and effective teaching of English to future primary school teachers.

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