
MOTIVATED TO MOTIVATE

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У цій статті особлива увага приділяється мотивації як одному із найважливіших факторів успішного процесу навчання.

Ключові слова: мотивація, стимул, оцінювання, складність, відповідальність.

Different approaches to motivation have been described in this article. The idea of being a motivated teacher has been emphasized. This concept has been supported with many examples.

Key words: motivation, stimulation, evaluation, challenge, responsibility.

Motivation means 'a reason to act' and is extremely important in everything we do or want to do. Although simple to define and usually taken for granted as something inherent in all human beings, it is, in fact, very complex.

'... motivation is a propulsive inner force, of decisive importance in the development of a human being. As in learning in general, the act of learning languages is active, not passive. It is not about subjecting yourself to a treatment, but about constructing an ability. It is neither the teacher who teaches, nor the method that works; it is the student who learns. For that reason, learner motivation is a key element in language learning.'

The teacher as motivating factor. Motivation, as an internal process, has the individual as the key element for its success. Self-motivation is of unique importance to a human being. The first step to feeling motivated is *wanting to feel motivated*.

Although it is true that self-motivation is the key, many situations, words and attitudes can also enchant the learner, leading to motivation. Even self-motivated learners may need a hand to keep their motivation high, and that is when the teacher becomes a 'VIP' in the learning process. What a responsibility it is to be a motivation factor for students!

Since there is no such thing as a motivation formula, we, as teachers, should reflect on how we can best motivate our students and keep this motivation high. This is, in fact, directly related to maintaining our own motivation as teachers.

How to become a motivating factor

To start with, teachers should get to know their students. According to Penny Ur, motivated learners have the following characteristics'.

- They make an effort to handle tasks and challenges and are confident of success.
- They find success in learning important to promote and keep a positive self-image.
- They feel the need to overcome difficulties and succeed in what they do.
- They are ambitious and like challenging tasks and high grades.
- They are aware of the goals of learning and of specific activities and direct their efforts in order to succeed in them.
- They make strenuous efforts to learn and are not discouraged by obstacles or apparent lack of progress.
- They are not disturbed by temporary lack of understanding or confusion and appreciate that understanding will come later.

If students don't show any of the characteristics listed above, or any others that might demonstrate motivation, the teacher can, and should, try to motivate them. The question is how the teacher can motivate individual students, or even groups of students, such as these, who appear not to be capable of feeling motivated to learn, whatever the circumstances. Unfortunately, as mentioned above, there is no such thing as a 'motivation formula'. However, there are some points which can be considered:

If you don't know what motivates a student, ask. There are also some ways of finding out *indirectly* what motivates students. You can observe them in activities which involve personal preferences, opinions, concepts, etc. Ice-breaking activities are very helpful in the process of getting to know what subjects your students really enjoy talking about, as well as their other preferences.

Find out your students' needs and try to satisfy them. Provide your students with what they like. Try to find out what this is through interactive activities. See your class through your students' eyes. Build up profiles for your students and make each class unique, so they know that *that* lesson was prepared especially for them. Speak your students' language.

This doesn't mean speak whatever language they want or use their mother tongue. It means see the group as it really is.

Evaluate your own motivation level, as well as that of your students. Close your eyes for a minute and think of the class you are about to give. How do you feel? Motivated? Great! A little unmotivated? Think of your students, think of how well and carefully prepared your class is. Did you experience any obstacles or lack of interest during class preparation? Think about the reason you are there and how important you are in your students' learning process. They need you. They need to feel your motivation. Consider the students in your class. Are they motivated? If not, try some activity that you think they will enjoy. Five to ten minutes of your class dedicated to motivation can make all the difference.

Use persuasion and influence to stimulate self-motivation. If you love what you do and love doing it, your students will feel it. Your passion for teaching can and should be contagious. The students will notice your dedication in preparing good classes and your enthusiasm in giving them. Your self-motivation can stimulate your students' self-motivation.

Don't underestimate your students. Making a task fun doesn't mean making it easy. You must have caught yourself, at least once, taking a very easy activity to class so that your students will think that English is easy. This may be reasonable once in a while, but never more than this. Your students will be exposed to challenging language situations, such as a trip abroad, and the challenges faced in the classroom will help in building their confidence in using the language. Motivation is a cycle. Teachers are motivated by their passion for teaching, and consequently will do their best to give a great lesson. Students become motivated because they can feel the motivation of their teachers, illustrated by the great lessons they give. The

students say they like the teachers' classes, the teachers are motivated by the compliment and thus it goes on and on.

While reading this article, you might have thought about your own students, how much you intuitively motivate them, or not, and how many small things you do not notice, perhaps because you are too busy worrying about other things.

Our students are there in front of us, in our classrooms, and every gesture communicates something.

English teachers need to be motivated to motivate their students. Maybe the first question you should ask yourself is whether you are really motivated to motivate. If you are, you will get motivation in return. If you are not, then you have two options: you can go with the flow, walking the path of apathy which leads nowhere, or you can seek motivation factors in your students and yourself, so that you can be a happy and fulfilled English teaching professional, motivated to motivate.

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