

- writing a menu for an imaginary restaurant
- designing posters for a party, play or concert
- writing e-mails to pen pals around the world
- writing invitations to an imaginary event

A lot of these writing tasks can be done at various levels of proficiency and can be fairly short and informal. Others may require that letter layout techniques and formalities be taught first and are more formal. A lot of them are creative, require some imagination and are fun to do.

ESL writing skills are as important as reading, speaking and listening skills. Knowing how to write in English can make the difference between settling down in an English-speaking country and flitting through as a tourist.

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IMPORTANCE OF MOTIVATION IN LEARNING FOREIGN LANGUAGES

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Abstract. The paper discusses the importance of motivation in learning foreign languages. Attention is paid to the types of motivation in professionally oriented foreign language education.

Key words: foreign language, motivation, professional orientation, student, knowledge, structural components, specialist.

ВАЖЛИВІСТЬ МОТИВАЦІЇ У ВИВЧЕННІ ІНОЗЕМНИХ МОВ

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Анотація. У статті обговорюється важливість мотивації у вивченні іноземної мови. Особлива увага приділяється видам мотивації у професійно-орієнтованому навчанні іноземній мові.

Ключові слова: іноземна мова, мотивація, професійна орієнтація, студент, знання, структурні компоненти, спеціаліст.

The knowledge of foreign languages is of a great importance nowadays. In fact a foreign language serves as a bridge between the cultures of different peoples. Without a foreign language are impossible the economic, political and cultural relations between countries, the maintenance of spiritual and human values. Modern society requires good specialists with knowledge of foreign languages. The study of languages becomes important both for professional development and for personality development. Educational activity of students must be determined by deep positive motives. A motivational factor is the most important in the process of learning foreign languages.

Motivation is a starting mechanism of any activity (labour, communication, cognition). Motivation is the system of impulses which stimulate and direct educational activity to deeper learning foreign languages, improvement of got knowledge and craving for necessity to develop cognition of foreign activity. Motivation is fed and supported by visible, real, gradual and final success. If success is absent, motivation goes down and it negatively affects a performer of activity. Progress in a mastering of foreign languages, satisfaction actual cognitive motives during learning foreign languages, forms high motivation of permanent work with it, use of a foreign languages to get concrete information (reading of magazines, newspapers, explanatory dictionaries, communication with foreign partners etc.). A language becomes irreplaceable in cognitive activity of a student and promotes motivation of studying languages.

The term *motivation* in a second language learning context is seen according to Gardner (1985) as "referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity". According to the Pocket Oxford English Dictionary, motivation is "1. the reason or reasons behind one's actions or behavior. 2. enthusiasm". *Motivation*, according to the Oxford Advanced Learner's Dictionary is "...the reason why somebody does something or behaves in a particular way". *Motivation* related to learning English, could be then defined as the purpose for doing things that will lead to learning a foreign language. According to Gardner (1985), to be motivated, the learner needs to have something to look forward to, a purpose related to goal or objective. This objective would be learning a foreign language. There must be something that the learner wishes to accomplish or gain, being the target language the vehicle to attain it. The learner's reasons for another language could vary from achieving a sense of success, fulfill other's expectations or being able to buy a new car through getting a better job due to command of the target language.

Hence, the abstract term 'motivation' on its own is rather difficult to define. It is easier and more useful to think in terms of the "motivated" learner: one who is willing or even eager to invest effort in learning activities and to progress.

Gardner and Lambert (1959, 1972) have done pioneering work to explore the nature of motivation specific to language study. Gardner highlights two different types of motivation:

- *instrumental motivation*: the desire to learn a language because it would fulfill certain utilitarian goals, such as getting a job, passing an examination, etc.;
- *integrative motivation*: the desire to learn a language in order to communicate with people from another culture that speak that language; the desire is also there to identify closely with the target language group.

Scientists who investigate motivation of mastering foreign languages distinguish a number of types of motivation taking into account individual development of students' necessities. For example:

- communicative motivational motivation, which is based on a requirement of communication;

- lingo-cognitive motivation, based on student's desire of cognition of linguistic phenomena;
- motivation of regional ethnography which depends on a subject and emotional personal interest of a student.

The structural components of motivational sphere are necessities, motives, activity, aims, and interests. However we can say that motives are an inner background on that the process of behavior motivation is opened for any activity in the whole and the internal state of personality. Generally motives of studies are divided into external and internal. External motives are in the form of requirements as to curricula, programs, educational establishments, teachers, parents and others. Such motives are based on a sense of duty to society, family, teachers, group mates. In their basis is assurance in expediency of certain activity, sense of responsibility, respect to the requirements of a college, desire to strengthen the reputation of a good student etc. Internal motives of educational activity can be predetermined by the internal feelings of a student, related to his personal interests, persuasions, intentions, dreams, ideals, passions, instructions.

Basic sources of motivation in learning foreign languages are:

- student's realization and acceptance of social necessity of learning foreign languages;
- forming in students of personality necessities of learning foreign language;
- satisfaction in (from) the process of studies.

Motivation grows when we take into account of a number of social-psychological factors: favorable emotional atmosphere, emotional behavior of foreign language teacher, his goodwill and respect to students; adjusting of mutual relations of collaboration, rapprochement of social role-play positions and reduction of social distance during communication of a teacher and a student, absolute acceptance of every student regardless of a level of his speech preparation, didactic adaptability and effectiveness of learning foreign languages etc. These factors influence positively on students, they lessen and deprive a sense of lack of confidence in students, their fear before the expected negative evaluation judgments of a teacher, promotes the self-appraisal of a student, strengthen his confidence in speech abilities.

Forming of students' motivation must be closely connected with development of their professional orientation. The purpose of every lesson must be practice during that students have the opportunity to apply the knowledge of a foreign language with their future speciality. Such practice can be role games which always cause the personal interest and activity of students.

Students are always interested in getting foreign information about their future professional activity. Interesting material about foreign countries, information related to the sphere of future activity of students can help logically and effectively to decide tasks on the socio-cultural orientation of learning foreign languages in the whole, to extend phonetic knowledge of students, to increase their vocabulary and, certainly, to strengthen the motivational aspect of studying foreign languages.

Practice of teaching shows that students have constant interest to history, culture, art, customs, traditions, everyday life of people, hobbies of peers. For this reason teachers have carefully to choose educational material, because they are responsible for preparation of future specialists as foreign speakers, who are ready for professional communication with the representatives of foreign countries. Optimally chosen material fastens all components of motivation: necessities, interests, emotions, motives. Forming of high motivation of students a teacher needs to choose and use corresponding educational materials which have communicative, professional values, creative contents and stimulate thinking activity of students. The use of such materials motivates an educational process, assists deepening of cognitive activity. Motivation is necessary in learning foreign languages, and the main goal of a teacher is to preserve, stimulate and support this motivation.

Motivation is one of the important factors that influences foreign language learning achievement. So in order to help the students to maintain a proper strength in English learning motivation is very necessary for the teachers in the daily teaching procedure.

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TO THE PROBLEM OF THE CHOICE OF A RETAIL STORE LOCATION

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Abstract. Methodologies to determine service radius are observed. Analyses of the advantages and disadvantages of the methods as well as issues on forming the logistical system are given.

Key words: radius of service, level of service, share of market, volume of realization, half-demand radius.