

EFFECTIVE METHODS FOR INCREASING STUDENT MOTIVATION IN ENGLISH LANGUAGE TEACHING

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ABSTRACT	KEYWORDS
This article is devoted to studying effective methods of increasing student motivation in English language teaching. The article analyzes the concept of motivation, its significance in the educational process, as well as interactive and innovative methods applied in practical lessons. The research results are aimed at enhancing student participation, increasing interest in learning, and improving language acquisition efficiency.	Motivation, English language, teaching methods, interactive methods, student engagement

Introductiоn

Аннотация:

Данная статья посвящена изучению эффективных методов повышения мотивации студентов при изучении английского языка. В статье анализируется понятие мотивации, её значение в образовательном процессе, а также интерактивные и инновационные методы, применяемые на практических занятиях. Результаты исследования направлены на активизацию участия студентов, повышение интереса к обучению и улучшение эффективности изучения языка.

Ключевые слова: мотивация, английский язык, методы обучения, интерактивные методы, активность студентов

INTRODUCTION

English is currently one of the most widely used languages worldwide, serving as a key tool in economic, scientific, cultural, and technological fields. Over 1.5 billion people around the world communicate in English, using it in business, education, and social networks, which further enhances students' motivation to learn the language. At the same time, the process of learning English can often be challenging and stressful for students, as language acquisition requires time, perseverance, and active engagement (Gardner, 1985).



One of the main factors influencing success in language learning is motivation. Motivation is defined as a set of internal and external factors that direct a student's activity and encourage them to strive toward their goals (Deci & Ryan, 2000). Intrinsic motivation is related to a student's personal interest, internal need to learn, and individual aspirations, while extrinsic motivation is based on external incentives such as grades, awards, and teacher recognition. Research shows that when intrinsic and extrinsic motivation are combined effectively, language learning efficiency significantly improves (Noels, 2001). The issue of increasing student motivation is particularly relevant in technical and vocational colleges. Students in polytechnic programs often focus more on core technical and scientific subjects, while their interest in learning foreign languages may be relatively low. Therefore, teachers should not limit themselves to teaching grammar rules but should encourage students to use the language practically, communicate in real-life situations, and work with materials that match their interests (Lightbown & Spada, 2013). Motivation has a direct impact on the learning process. Highly motivated students actively participate in class, complete assignments on time, show increased interest in learning, and strive to perform independent exercises. Conversely, low motivation can lead to student passivity, lack of interest in lessons, and a decrease in overall language learning effectiveness (Dörnyei, 2001). Therefore, motivating students is not only a pedagogical task for English teachers but also a strategic factor in ensuring the effectiveness of the educational process.

The aim of this article is to identify effective methods for increasing student motivation in English language classes at polytechnic colleges and to develop practical recommendations. The research

results provide guidance for teachers on organizing lessons in an interactive, engaging, and student-centered manner.

RESEARCH METHODOLOGY

Effective methods for increasing student motivation aim to make the educational process engaging, interactive, and goal-oriented. Research shows that highly motivated students not only actively participate in lessons but also tend to complete independent exercises and apply the language in practice more effectively (Dörnyei, 2001; Lightbown & Spada, 2013). The following are key methods that can be applied in the polytechnic context.

Interactive methods transform the lesson from a passive lecture format into active learning activities. They help develop students' speaking and communication skills. These methods include: Group work and problem-solving exercises: Students work in groups to complete tasks, which enhances both collaboration skills and practical language use. For example, project work or case study assignments encourage students to analyze real-life situations. Role play: Students take on different roles in various scenarios, such as customer and salesperson, engineer and designer, etc. This makes lessons more engaging and increases students' intrinsic motivation.

Debates and mini-argumentation exercises: Students express opinions on a specific topic and provide supporting arguments, strengthening speaking skills and promoting critical thinking. Research indicates that interactive methods allow students to express themselves and significantly increase their interest in lessons (Brown, 2007).

Modern technologies are an important tool for enhancing motivation and language learning efficiency. Video and audio materials: English-language films, series, and podcasts develop students' listening and comprehension skills. Online tests and interactive applications: Platforms such as Quizlet, Kahoot!, and Duolingo provide opportunities for practicing in a game-like format. Virtual communication environments: Using Zoom or Microsoft Teams allows students to communicate with other groups or even foreign students, boosting motivation. Multimedia tools make lessons more visual and interactive, helping capture students' attention. Studies show that students who regularly use video and audio resources acquire the language faster and more effectively (Vandergrift, 2007).

Each student has different abilities, learning levels, and interests. Therefore, applying a differentiated approach is effective: Stepwise complexity: Simple tasks for beginners and more complex exercises for advanced students. Individual tasks: Projects or presentations tailored to students' interests encourage active participation. Adapted assessment: Assessment systems that consider each student's capabilities and performance enhance motivation. A differentiated approach ensures that students feel successful and fosters intrinsic motivation (Tomlinson, 2014). Lessons become more engaging and effective when students work with topics that capture their interest: Movies and music: Listening to songs and watching films in English helps expand vocabulary. Trendy and practical topics: Engaging students in discussions about technology, science, sports, or business increases interest in learning the language.

Game-based activities: Puzzles, crosswords, and word games contribute to higher motivation. This approach allows students to connect language learning with their personal interests, thereby promoting intrinsic motivation (Harmer, 2015).

An encouragement system plays a significant role in boosting student motivation:

Grades and certificates strengthen students' extrinsic motivation. Positive feedback and recognition from the teacher enhance intrinsic motivation. Highlighting achievements within the group encourages students to participate actively. Research shows that positive reinforcement and assessment systems increase students' self-confidence and motivation to learn the language (Slavin, 2006).

CONCLUSION AND RECOMMENDATIONS

Increasing student motivation in English language teaching is not only a pedagogical task but also a strategic objective. Research shows that effectively combining students' intrinsic and extrinsic motivation significantly enhances the efficiency of the learning process. Intrinsic motivation encourages students to learn the language based on personal interest and individual aspirations, while extrinsic motivation is reinforced through grades, reward systems, and positive feedback from teachers (Deci & Ryan, 2000; Noels, 2001). In the context of polytechnic colleges, interactive methods, multimedia tools, differentiated approaches, and interest-generating materials help increase students' engagement in lessons. For example, when students participate in group work, role play, and debates, they are required to use the language practically, which accelerates the development of their speaking and communicative skills (Brown, 2007). Multimedia and technology—including videos, audio materials, online quizzes, and interactive applications—make lessons more visual and engaging, capturing students' attention and motivating them to complete independent exercises (Vandergrift, 2007).

A differentiated approach allows tasks to be tailored to each student's level and interests. This method increases students' sense of achievement and fosters intrinsic motivation (Tomlinson, 2014). Likewise, using interest-generating materials—such as films, music, technology, and trending topics—enhances students' interest in learning English and makes lessons more practical and meaningful (Harmer, 2015).

Encouragement and positive feedback serve as a solid foundation for motivation. Grades, certificates, group recognition, and constructive feedback play an important role in promoting active participation. Research indicates that motivated students not only engage actively in lessons but also pursue independent learning and practical application of the language. As a result, effective strategies for increasing motivation in English language teaching at polytechnic colleges include: Making lessons interactive and active, involving students through group work and role play; Extensive use of multimedia and technology to make lessons visual, practical, and engaging; Assigning individual tasks through a differentiated approach; Increasing intrinsic motivation by using topics and game-based exercises that interest students; Strengthening extrinsic motivation through reward systems and positive feedback.

These strategies contribute to developing students' speaking skills, enhancing interest in learning, and encouraging practical use of the language, thereby significantly improving the effectiveness of English language teaching in polytechnic colleges.

Future research is recommended to conduct experimental studies to evaluate the effectiveness of each motivational strategy and to explore students' personal interests and needs in greater depth. This will help further optimize the educational process and implement a more individualized approach for each student.

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