

## РАЗДЕЛ 2. ПРОЦЕСС ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ И МЕЖКУЛЬТУРНАЯ КОММУНИКАЦИЯ

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### IMPORTANCE OF MOTIVATION IN ONLINE LEARNING

**Abstract.** Motivation is one of the key factors that affect L2 learners' success and performance in the language learning process; that is why, widely concerns teachers and researchers. Due to the Covid 19, all educational institutions urged to shift from face-to-face classroom teaching to online teaching, the question of motivation attracted even more attention. As teachers, we often forget that all of our learning activities are filtered through our students' motivation. Yet, research confirms its value. The observational study was conducted to explore whether students' motivation changes due to the teaching method and how teachers should adapt their teaching method to encourage students' learning. The data was collected from junior students who were attending two different online lecture classes where number of students was 29 and 36 respectively. Findings suggest that brain-based and activity-based learning encourage students' motivation and stimulates the learning process.

**Keywords:** *motivation, brain-based method, activity based method, online learning.*

### ЗНАЧЕНИЕ МОТИВАЦИИ В ОНЛАЙН ОБУЧЕНИИ

**Аннотация.** Мотивация является одним из ключевых факторов, влияющих на успех и эффективность изучающих L2 в процессе изучения языка; поэтому, широко волнует преподавателей и исследователей. В связи с Covid 19 все образовательные учреждения призвали перейти от очного обучения в классе к онлайн-обучению, вопрос мотивации привлек еще больше внимания. Как учителя, мы часто забываем, что вся наша учебная деятельность фильтруется через мотивацию наших учеников. Тем не менее, исследования подтверждают его ценность. Обсервационное исследование было проведено, чтобы выяснить, меняется ли мотивация учащихся в зависимости от метода обучения и как учителя должны адаптировать свой метод обучения, чтобы стимулировать обучение учащихся. Данные были собраны у младших школьников, которые посещали два разных онлайн-лекторий, в которых участвовало 29 и 36 студентов соответственно. Полученные данные свидетельствуют о том, что методы, основанные на работе мозга и деятельности, повышают мотивацию учащихся и стимулируют процесс обучения.

**Ключевые слова:** *мотивация, мозговой метод, деятельностный метод, онлайн-обучение.*

Due to the Covid 19, all educational institutions urged to shift from face-to-face classroom teaching to online teaching. At the time, not many schools were fully prepared well enough to conduct 100 percent online classes. Therefore, many countries, including Mongolia have launched policy and support to enhance online teaching from primary to university education. A variety of online platforms have provided appropriate functions and tools to help teachers to

conduct online teaching, such as Zoom, Skype, Google Meet, etc. Online education has become the only substitute for many universities in this special circumstance. But the most important factor that affects L2 learners' success and performance in the language learning process, motivation, was not received that much attention.

Motivation has been called the “neglected heart of language teaching,” according to Michael Rost, editor for the student book series “WorldView” [1]. As teachers, we often forget that all of our learning activities are filtered through our students' motivation. Yet, research confirms its value. Motivation affects effort, which, in turn, affects results and ultimately, students' abilities.

To encourage motivation, teachers can try many methods such as, brain-based learning which is a learner-centered and teacher-facilitated strategy that utilizes learners' cognitive endowments and emphasizing meaningful learning, it is not only memorization (Uzezi J G and Jonah K J, 2017 [2]). In general, the Brain-Based Learning is a strategy implemented based on the brain-based learning principles that based on observation and previous research related to the human. Brain-Based Learning was designed so that it will fit the function of human brain. All teaching process are essentially brain-based, but Brain- Based Learning is a strategy that can be used to make brain potentially used in a learning process (Saleh, 2012 [3]).

Researchers have investigated Brain-Based Learning in science education are the students' attitude level, academic achievement (Uzezi J G and Jonah K J, 2017 [2]), motivation, knowledge retention, and students' understanding (Saleh, 2012 [3]). One of the perspectives from which researchers have investigated Brain-Based Learning in science education is the students' motivation on learning science. Some research explored that Brain-Based Learning can increase students' motivation in learning science (Saleh S, 2012 [4]). The previous study was found that students who followed the Brain-Based Learning possessed a better physics learning motivation compared to students who received conventional learning (Saleh S, 2011 [5]). Therefore, it can even apply for ESL classroom which was tried to be confirmed in the article.

The method of observation is a very frequent research method in education, but also in linguodidactics. It is because observation is the most natural research method, as it offers an opportunity to gather the “life” data from naturally occurring situations. Researchers work with first-hand (direct) information rather than second-hand accounts. The observation's unique strength has the potential authenticity and validity of the data (Cohen, Manion, Morrison, 2007 [6]). Observation of everyday life is random, incidental, unsystematic, missing particularities, being influenced by external forces or subjective circumstances, and is often subjective. In contrast, observation as a research method has to be objective, intentional, planned, purposeful and systematic to gain accurate and reliable data (Gavora, 1998 and 2001 [7]). Observational data are less predictable and offer a fresh outlook on the subjects of research, next to the data collected from questionnaires or tests.

Gavora (1998) states that first of all the observers need to decide on:

- *observation evidence* (cause or intention for observation);
- *subject of observation* (people, subjects, events, physical settings);
- *time span of observation* (when, how long, how often the observation should take place and last);
- *manner of observation* (which observation techniques should be applied, who is/are the observer/s).

Most observations in language pedagogy take place in *natural settings* - in schools, classrooms, libraries, school language laboratories, etc. For certain psychological purposes, an *artificial setting* is set up to provide greater observational power to the researcher. For example, a one way mirror serves such purposes when the researcher can observe the pupils unnoticed (covert research). *Covert research* raises the ethical issues of violating the principles of informed agreement, invading the privacy of the subjects, treating the participants instrumentally. While covert research is necessary to gain access to marginal and stigmatized groups (drug users/suppliers, political activists, child abusers, etc.), it is rarely used in language pedagogy research. The advantage of covert research is that it overcomes problems with reactivity: individuals might change their natural behaviour when they know that they are being observed (Cohen, Manion, Morrison, 2007 [6]). *Overt research* is when the observer is present and known to the participants. The researcher always influences the observed individuals. The participants are aware of the researcher's presence and it always alters their behaviour. Some participants "act their roles" when they are observed, for example the teachers act more pleasant than usual, use more teaching methods and materials than usual, pupils are more active than usual, etc. On the other hand, some participants have a block and are very quiet and inactive when being observed. These aspects also influence the results of the observation (Gavora, 1998).

The overt observation was conducted among 2 different class one as a controlled group, the other as an experimental group to explore whether students' motivation changes due to the teaching method and how teachers should adapt their teaching method to encourage students' learning.

The research setting was the Department of British and American studies of a large university in Mongolia. The course focuses on a brief statement of the theory and its implications for different aspects of second language acquisitions theory and practice. The observation was conducted among junior students who were attending 2 different online lecture class where number of students was 29 (controlled classroom) and 36 (experimental classroom) respectively.

The main observation method of data collection was used to gather information on the frequency and types of activities used in English language courses, which was quantitatively processed.

According to Gavora (1998), the observation evidence was to explore whether students' motivation changes due to the teaching method and how teachers should adapt their teaching method to encourage students' learning.

The teaching method in the controlled group was mainly teacher-centered and students were highly passive listening and sitting behind the computer. There

is a dominance of teacher-led English language teaching in Mongolia, learners are seen as passive receivers of new information and are unlikely to develop the skills necessary to learn how to assess and control their own progress. In such cases, learners do not develop the skills to perform real-life communicative tasks effectively. However, it was different in the experimental group where teacher shared her role with students which means students' participation was highly encouraged and constant homework and home reading were provided to encourage a better understanding of the lecture followed by up to 6 types of discussion questions after each lecture.

Before looking at each class individually, it is important to point out that multiple factors are at play in any classroom that can affect the group feeling, and it is certain that the teacher cannot control all of them. Moreover, as with any piece of social scientific research in everyday contexts, the reality under investigation cannot be neatly controlled by the researcher either. Nevertheless, such research is worth doing as it can give an in-depth insight into particular contexts which can then be compared with other similar contexts (a notion termed transferability by Guba (1981)), and even in a short study such as this, it is possible to distinguish some salient differences between these 2 different classes which clearly had an effect on the way the students saw the course.

One further point that is worth mentioning is that for any teacher who wants to create positive and motivated students in their class, the job is made more difficult by the fact that the class is only held online once a week and the students in each class mostly do not meet each other in their other classes.

To confirm the observation evidence final test score was analyzed. The mean score of final test of controlled group was 65.03% while experimental group's was 80.5%. To test statistically significant difference between means of two groups. P value was 0.00077683 which is lower than 0.05 so it showed two groups are significantly difference. It means that experimental group showed great progress in their final test.

The result of this study indicate that students centered activities can enhance students' motivation and academic performance. By building students' motivation, we can help them become more skillful in English and nourish their ability to learn. Recognizing the importance of motivating ESL students is not the tough part for teachers. The real issue is accomplishing that goal.

Researchers found, for example, that teachers who implement brain-based learning often see both increased knowledge retention and academic performance [8, 9]. Not only do students score higher on test scores, but they also remember the skills they've learned and can use them beyond the classroom. It can be concluded also that student centered activities improved students' motivation especially in the aspect of the performance goal, learning environment stimulation, active learning strategies, an achievement goal, and self-efficacy.

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## **ФОРМИРОВАНИЕ НАВЫКОВ ТВОРЧЕСКОГО ИНОЯЗЫЧНОГО РЕЧЕВОГО ОБЩЕНИЯ В ПРОЦЕССЕ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ**

**Аннотация.** Статья посвящена изучению творческого речевого общения на иностранном языке в процессе межкультурной коммуникации. Целью данной работы является исследование приемов и средств для формирования навыков творческого иноязычного речевого общения. Особое внимание уделяется ресурсам, которые должны входить в учебный процесс. Анализируются такие приемы как дискуссия, игра, проектная работа, перевод как условие для успешного творческого речевого общения на иностранном языке. Подробно исследуются разновидности дидактических игр и рассматриваются их характеристики. В статье описывается роль и значение данных средств в обучении иноязычному общению.

**Ключевые слова:** *творческое общение, иноязычная коммуникация, дискуссия, перевод, дидактические игры, проектная деятельность.*

## **FORMING SKILLS OF CREATIVE FOREIGN LANGUAGE SPEECH COMMUNICATION IN THE PROCESS OF INTERCULTURAL COMMUNICATION**

**Abstract.** The article is devoted to the study of creative foreign language speech communication in the process of cross-cultural communication. The purpose of this paper is to study the methods and means for forming skills of creative foreign language speech communication. Special attention is paid to the resources that should be included in the learning process. The article analyzes such techniques as discussion, game, project work, translation as a condition for successful creative foreign language communication. The varieties of didactic games are studied in detail and their characteristics are considered. The article describes the role and relevance of these methods for teaching foreign language communication.

**Keywords:** *creative communication, foreign language communication, discussion, translation, didactic games, project activities.*