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**MOTIVATION TO LEARN A FOREIGN LANGUAGE IN MODERN
CONDITIONS OF UKRAINIAN EDUCATION: A VALUABLE ASPECT**
**МОТИВАЦІЯ ДО ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ В СУЧАСНИХ УМОВАХ
УКРАЇНСЬКОЇ ОСВИТИ: ЦІННІСНИЙ АСПЕКТ**

Shamsutdynova M.-S. / Шамсутдинова М.-С.

Postgraduate student / Аспірант

Lecturer/ Викладач

ORCID: 0009-0001-3943-2447

Rivne state university of the humanities, Rivne, Plastova, 31, 33000

Рівненський державний гуманітарний університет, Рівне, Пластова, 31, 33000

Abstract. This article examines the motivation to learn a foreign language in the modern conditions of Ukrainian education from the point of view of the value aspect. It is noted that knowledge of foreign languages acquires special importance in the era of globalization and information technologies. This article analyzes the role of a foreign language as a key to cultural expansion, understanding the diversity of other cultures, and enriching personal development. The importance of a foreign language as a tool for promoting tolerance and openness to other views and worldviews is considered. It also emphasizes the individual benefits of learning foreign languages, such as increased self-realization and the development of logical thinking. Summarizing, the article notes the importance of learning foreign languages as a value that enriches cultural, social and personal development in the modern educational context of Ukraine.

Keywords: globalization, values, motivation, communicative strategies, language methodological complexes, educational trends, foreign language teaching, language capabilities, intercultural communication.

Introduction

The study of foreign languages in the modern conditions of Ukrainian education is marked by great interest of social individuals and is recognized as relevant in the context of the growing influence of information technologies and globalization. Knowledge of foreign languages acquires special importance, which requires scientific understanding and analysis within the framework of the value aspect. The main components of this aspect are cultural expansion, understanding of the diversity of cultures and enrichment of personal development.

A foreign language is not only a communication tool, but also a portal to deep knowledge of cultural, historical and social aspects of other national communities. It opens the multi-layered world of literature, art, music and philosophy of other peoples to the individual, which breathes life into the expansion of the worldview and deepens the understanding of human experience. With the help of a foreign language, we can study and analyze the works of outstanding masters of world literature in their original form, comprehending the deep meaning they carry.

Knowledge of foreign languages contributes to the understanding of various worldviews and views on life, which contributes to increased tolerance and openness to other cultural contexts. It helps to adapt to different sociocultural environments, promotes preservation of international cooperation and joint development. The study of foreign languages contributes to the construction of a "language contract" between different nations, which contributes to the development of a global community where



the diversity of cultures and views is seen as a treasury of values.

Also, the study of foreign languages has an individual aspect, which is determined by the enrichment of personal development. This expands the opportunities for self-realization, contributes to the improvement of linguistic competence, the development of logical thinking and contributes to the implementation of scientific, professional and creative initiatives that would be unattainable without mastering a foreign language.

The study of foreign languages in the modern conditions of Ukrainian education has an important valuable aspect that opens up intellectual and cultural opportunities for society, deepens the understanding of diversity and enriches personal and cultural development.

Main text

Learning foreign languages has always been an urgent task for educated individuals. In today's world, where globalization and ties between nations are becoming more and more inseparable, the motivation to learn a foreign language becomes extremely important and relevant for Ukrainian education. This relevance can be considered from different points of view, but one of the most important aspects is the value one. Learning foreign languages by Ukrainians in modern educational conditions not only expands their opportunities in the global labor market and promotes cultural exchange, but also contributes to the formation of value orientations that contribute to the development and growth of both the individual and society as a whole. In this introduction, we will consider how learning a foreign language can affect the valuable aspect of the individual and society in the modern conditions of Ukrainian.

Further research, the study of motivational characteristics, and the development of new approaches and programs will allow the educational process to be rationalized and significantly improved results achieved. The duality of present-day circumstances, in which significant attention is paid to foreign language study, is that the effectiveness of learning a foreign language still leaves much to be desired.

Statements by the President of Ukraine Volodymyr Zelenskyi regarding the need to study foreign languages in Ukraine are marked by their relevance and strategic approach to education and international cooperation. The modern world presents the nation with new challenges and opportunities, and learning foreign languages is a key factor in successfully overcoming these challenges. This statement reflects the importance of language development as a tool for preserving and expanding international ties, promoting cultural diversity and increasing Ukraine's competitiveness on the world stage. Zelenskyi emphasizes that learning foreign languages not only contributes to the development of the personality of each citizen, but also contributes to the strengthening of Ukraine's position in the global context, which makes this initiative important for the further development of the country.

The government's understanding of the importance of mastering foreign languages in Ukraine reflects not only their economic and political relevance, but also their significant impact on the formation of cultural identity and the development of international relations. Studying foreign languages contributes to the expansion of the horizons of Ukrainian citizens, contributes to the deepening of international communication and contributes to the rapprochement of Ukraine with European and world partners. This initiative also emphasizes the importance of introducing modern



methods and programs for learning foreign languages into the education system to ensure high-quality and effective education that meets the requirements of the modern world. All this makes the declared goal of learning foreign languages in Ukraine not only relevant, but also extremely strategically important for the future of the nation.

The analysis of the current state of foreign language learning in Ukraine reveals dynamics and important trends that reflect deep sociocultural and economic shifts in society, starting from education and culture and ending with politics and international relations. Preparation for learning a foreign language has become one of the key priorities for Ukraine, which at the current stage, intensively enters the international arena.

Learning foreign languages in Ukraine is becoming a necessity adapted to the requirements of the modern globalized world. Studying foreign languages in Ukraine shows increased attention to language competence.

The Council of Europe formulated and endorsed the All-European recommendations on language instruction at the dawn of the twenty-first century. These guidelines dictate the course of change; Ukraine's Ministry of Education and Culture prescribes this document for use in teaching foreign languages across all tiers. The European recommendations on language education (EUL) stipulate six primary grades of linguistic competence: A1 and A2 (novice user), B1 and B2 (autonomous user), as well as C1 and C2 (fluent user). Each kind of task is assessed utilizing descriptors, which establish objective standards for determining a person's level of proficiency in a given language. Mastery requires no less than one hundred hours per level.

The advantages provided by the introduction of innovative European methods of teaching the foreign language are significant and deserve a more detailed consideration [6]. Therefore, one of the main achievements of the new approach is compliance with modern European standards of education. The achieved unification of education levels ensures the unity of the purpose, content and means of teaching foreign languages in Ukraine and the world. Finally, the practice of developing internal, purely Ukrainian, standards for learning foreign languages, writing manuals and textbooks by specialists who are not native speakers and have no experience of living and working in the foreign countries, and who do not know enough about global trends in language teaching methods, should be a thing of the past [10].

Today, thanks to innovations in the teaching of foreign languages, it is planned to increase the level of foreign language proficiency among young people and scientists.

European experience shows that the most effective in learning foreign languages is a competent approach aimed at developing practical skills, forming and gaining experience using a full set of theoretical knowledge in practice. According to this approach, foreign language is a means and a tool for solving practical tasks in cooperation with foreign partners, and not an end in itself, a language for the sake of language, which will remain at the level of textbooks and classrooms and will not be used in real life [9].

European methods assume that communication is considered as the main purpose of language use. It is the communicative approach that forms the basis of educational and methodological complexes developed by groups of methodical specialists, native



international speakers, taking into account the latest research in teaching methods, pedagogy, psychology and other related sciences.

Modern educational and methodological complexes of the foreign language consist of:

- a textbook (student's book or course book) and a workbook with audio files for the student (workbook with audio);
- CD and DVD sets; books for the teacher with detailed methodological recommendations not only for the course as a whole, but also for each lesson;
- recommendations for evaluating students' performance of each type of task;
- -interactive tasks on cards that produce unprepared oral or written speech;
- sets of tests for each topic, tests for current control (progress tests, mid-year tests) and final tests from the course, forms for self-evaluation of students and tracking of personal progress, etc.

Therefore, the acquisition of competencies in all four modes of language activity - namely reading, listening, writing and speaking - is the foremost determinant in mastering foreign languages [4]. Through common exercises and tasks incorporated within educational and methodological complexes for learning foreign languages, students can progressively develop fundamental strategies to tackle each mode of speech activity while simultaneously becoming accustomed to the format utilized during international language exams (IELTS, TOEFL, FCE, etc.) thereby cultivating indispensable skills. With a clear comprehension of the well-defined standards that determine levels of proficiency in foreign language competency assessment tests; students are able to monitor their own progress objectively whilst evaluating their achievements with precision.

Advantage of modern European complexes is the activity-oriented approach, which involves the assimilation of material that is as close as possible to real life situations and the needs of language users, tasks for the development of critical thinking, pragmatism, those that involve familiarization with real events, people and situations, etc. While studying foreign languages, students expand their knowledge in the field of other sciences, develop general and professional competencies necessary for productive activity in the 21st century [8].

Ukraine actively cooperates with international partners and organizations, such as the British Council and the Goethe-Institut, promoting the exchange of experience and the use of best practices in the study of foreign languages.

The British Council, as a non-ministerial department of the UK government, has an important mission in expanding cultural relations and educational opportunities around the world. Established by royal grace and registered as a charity in England, it plays a key role in promoting British culture and the foreign language. One of the main goals of this organization is the expansion of cultural relations. The British Council creates places of exchange where people from different countries can meet, exchange ideas and experiences, and learn about British culture through lectures, art exhibitions, musical performances and other cultural events.

In addition, the British Council ensures the high quality of the educational process of teaching foreign languages. They offer a full range of courses designed for students of all ages and levels of training. This includes general courses for beginners, academic



programs for students, business courses for professionals and preparation for exams such as IELTS.

The Goethe-Institut, represented in Ukraine, acts not only as a center for studying the German language, but also as an ambassador of German culture and cultural exchange. By promoting cultural exchange between Ukraine and Germany through the organization of cultural events, exhibitions, music concerts and other events, the Goethe-Institut helps Ukrainians to better understand German culture and contributes to the deepening of intercultural dialogue. Also acting as a town for the international exchange of students, artists, cultural workers and scientists, the Goethe-Institut promotes the development of international relations and cooperation between Ukraine and Germany.

These two organizations, the British Council and the Goethe-Institut, play an important role in the development of education and cultural exchange in Ukraine, contributing to the expansion of the language capabilities of citizens and the strengthening of international ties.

The new paradigm of foreign language education is also based on the maximum use of multimedia, audio and video materials, followed by tasks and discussion at each lesson; use of the Internet to create a speaking environment for students (sites for self-study of the foreign language, free distance courses, creation of learning communities in a virtual environment, communication in social networks); involvement of modern devices for searching and processing information (smartphones, tablets, laptops); organization of students' project work, application of non-standard and creative tasks; involving students in cultural and educational events held in foreign languages outside classroom time (speaking discussion club, competitions, exhibitions of creative works, decades of foreign languages, theater performances, language camps, etc.); participation of students in exchange programs, internships and practices abroad, primarily in countries what language have learned [2].

Students acquire both receptive and productive language skills. A considerable portion of the curriculum is dedicated to productive speech, which entails formulating thoughts during verbal interaction. The use of the mother tongue in communication is minimized. Teachers are advised to limit their speaking time in class to 20%, while 80% of the lesson should be devoted to students' foreign language communication [3]. This approach promotes interactive learning and involves changing partners for communication through pair work, mini-groups (3-4 students), and large groups (5 or more students) that rotate with each task change. Such diversification adds dynamism to lessons and ensures maximum student involvement in the language acquisition process, encouraging lifelong learning and self-development.

Partnership pedagogy fosters democratic cooperation between teachers and learners - a fundamental principle of European education systems - creating an optimal psychological climate in classrooms while promoting motivational condition, educational autonomy among all parties involved. Consequently, this approach increases student responsibility for their academic performance, motivates comprehensive personal development, and provides ample opportunities for individuals to fully realize their potential [7].

In the process of acquiring knowledge, the instructor assumes the role of a



facilitator who aids students in recognizing their self-worth and supports their aspirations for personal development, self-realization, and improvement [5]. The teacher also promotes individual growth by fostering the disclosure of abilities and cognitive capabilities while creating an environment that is marked by unconditional acceptance, understanding, and trust. In addition to these responsibilities, instructors act as coordinators who guide students through the educational process by establishing benchmarks and ensuring adherence to them [1]. As consultants, teachers provide professional recommendations along with corrective advice that focuses on each student's progress while helping them identify efficient approaches toward learning foreign languages.

The impact of globalization and internationalization on all spheres of society stimulates the demand for knowledge of different languages. This need was reflected in the Ukrainian educational system, where the study of foreign languages is a mandatory component of educational programs at various levels of education.

Conclusions

The article revealed that learning a foreign language in the modern conditions of Ukrainian education has an important value aspect that determines its significance for individual and social development. Now, in the era of globalization and information technology, knowledge of a foreign language is becoming a necessity, because it opens up many opportunities and affects several aspects of our lives.

First, knowing a foreign language allows for cultural and educational exchange with other countries. This contributes to the expansion of the worldview, increases cultural literacy and understanding of various cultural contexts.

Secondly, mastering a foreign language opens up new opportunities for personal and professional development. Knowledge of the language makes it possible to work in international labor markets, cooperate with foreign partners, and also gain access to global scientific and technical information.

Thirdly, learning a foreign language contributes to the development of cognitive skills, such as analytical thinking, creativity and improved memory. This contributes to the general development of the personality and increases its adaptability in the modern world.

Therefore, learning a foreign language in the modern conditions of Ukrainian education not only helps to enrich the cultural and educational experience, but also opens up new opportunities for personal growth and professional success.

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