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MOTIVATION – AN ELEMENT IN STUDY ENGLISH BY STUDENTS FROM ACADEMY OF PHYSICAL EDUCATION AND MASS SPORTS

English learning is more of a must than a choice or propensity. No teacher can neglect this crucial component of a systematic and pedagogical approach since students' motivation is such a crucial component of learning a foreign language. The aptitude for learning these languages, student intellect, tenacity or drive, the function of programs and textbooks, and the role of the foreign language teacher can all be listed as elements that favor learning foreign languages.

The research's goal is to streamline the Academy of Physical Education and Mass Sports students' professional English language skills training program.

The purpose of the paper is to examine both theory and practice in the English department of the Academy of Physical Education and Mass Sports (APEMS).

By studying the specialized texts, the following results are to be achieved: the formation of the oral and written communication skills, as well as the achievement of some performances that allow the student to read fluently the literature in the studied foreign language. Conclusions: The subject of student motivation is studied by most of the professors at the Department in the APEMS. That is why, at the methodical assemblies of the Department in common with the High School colleagues, we have exchanged experience in the field, concluding that most foreign language teachers opt for the use of modern methods and different means of motivating students to learn systematically and creatively.

Keywords: English, language learning, motivation, model, study focus, key elements.

Introduction

No teacher can neglect this crucial component of a systematic and pedagogical approach since students' motivation is such a crucial component of learning a foreign language. The aptitude for learning these languages, student intellect, tenacity or drive, the function of programs and textbooks, and the role of the foreign language instructor can all be listed as elements that favor learning foreign languages.

We see that motivation is examined differently when looking at learning a foreign language compared to other topics. The student either picks up skills through their parents' motivation to study a foreign language or from their own ambition to do well. The goal still remains the mastery of language as a tool for communication in a variety of real-world scenarios, a learning process that is artificial by nature and requires the instructor to impart their own authentic stamp.

Foreign language nowadays is a necessary component of university training of future specialists in any field. A highly qualified specialist who speaks a foreign language is more mobile, competitive in the labor market and professionally significant. However, it is no secret that in a non-language university, the discipline «Foreign Language» is just a required topic that students must study in accordance with the curriculum. According to S. E. Zaitseva, «despite the undeniable benefits and importance of the English language, students of non-linguistic specialties do not consider it a necessary subject to study.» The majority of them do not regard it as a necessary subject, believing that they would not require English in their professional activities.» [1]. Thus, it is clear that students' lack of or insufficient enthusiasm to study a foreign language in a non-linguistic institution might be a substantial impediment to the process of successful acquisition of foreign language speaking. The process of successfully acquiring foreign language speaking activity might be greatly hampered.

In our country, English language training is a colossal failure. Students' formal English training from elementary school is still seen as insufficient.

This is demonstrated by the students' performance on a daily test at school or even on a Unified National Testing (UNT). In Kazakhstan, it is also common for students to utilize English only seldom. It is caused by a lack of confidence and apprehension when speaking English. Based on these considerations, the instructor must improve the efficacy of their English lesson in order to make it more efficient for the students.

ESL (English as a Second Language) is the practice or study of English by speakers of diverse native tongues. English is taught as a second language in schools of Kazakhstan. Although the students make an attempt to adjust, they are having difficulty since Kazakh schools and universities must fully highlight the importance of the English language. In the view of Blagonravova M. A.

«Motivation aids in overcoming objective problems caused by a lack of talents or experience in the language environment, which is more available to foreign language learners in other countries» [2, p. 11]. As a result, enhancing students' motivation as the key determinant of success in acquiring the discipline «Foreign Language» is the primary duty of the instructor in the execution of the learning process.

Theorist-researchers John Nicholls, Carol Dweck, and Martin Covington concentrated on the goals/objectives people pursue in instances of success or achievement. The motivating foundation for reaching a certain goal (such as learning to get excellent grades for the exam or to enhance knowledge) is orientation toward one target rather than another. Covington, on the other hand, claims that people are motivated by the desire to uphold their sense of self-worth. Nicholls and Dweck argue that the desire to demonstrate a high ability or to avoid negative ratings of skill is the primary motivator of the achievement/success behavior [3].

In this dynamic world where barriers seem to dissolve into a steady communication process, but where language as a means of communication remains the last and most tenacious barrier of the past, television, radio, international travel, and international exchanges make students aware of the need to learn and master at least one foreign language.

Unquestionable benefits of learning a foreign language through communication include:

1 Developing pupils' modes of expression, which has positive impacts on the mastery of the mother tongue;

2 On a moral and human foundation, communication-based approaches foster and build a spirit of tolerance and openness, of which our contemporary consciousness is all mindful.

3 Communication-based approaches foster and advance a spirit of tolerance and openness, of which our contemporary consciousness is all cognizant, from a moral and human perspective. Three distinct strategic goals must be included in a quality foreign language program in order to accomplish these goals:

- a communication aim;
- a linguistic goal of reflection on the language we use to educate pupils to communicate while also comparing reflection on the home tongue;
- a cultural goal without which the student's improved communication skills run the risk of being ineffective.

The teacher must develop learning-assessment strategies that will best suit the various student categories while keeping in mind these three objectives, which are, hopefully, illustrated in the best programs and manuals. It is immediately clear that the gradual mastery of a communication tool is the primary source of motivation

and the best assurance of success. For this reason, communication skills should come first in foreign language textbooks.

The fundamental abilities outlined in communication in the native tongue are often covered in communication in other languages. Additionally, it is based on the capacity to comprehend, articulate, and interpret ideas, concepts, thoughts, feelings, facts, and opinions in oral and written forms (heard, spoken, read, and written), in appropriate social and cultural contexts (in education and professional training, the workplace, and free time), about someone else's needs and wants. Foreign language communication calls for abilities like negotiation and cross-cultural sensitivity. Depending on the individual's social and cultural milieu, the environment, their needs and/or interests, the amount of advanced knowledge differs throughout the four dimensions (listened, spoken, read, and written) and between languages [4].

The importance of learning English is determined by its motivation. Today's globe faces enormous chances and difficulties as it adjusts to major changes that haven't been witnessed in a century. The pattern of sustainable development presents significant possibilities and changes for second language acquisition. English serves as a tool for training professionals with an international perspective and competence in addition to being a crucial medium for coping with the growth of modernization and globalization. Students' enthusiasm for studying English affects how actively they learn the language.

Numerous research and theories have sought to explain the phenomena of students' desire and skill in second languages. English is a high-status language for education and employment opportunities [5]. Although each of these models says that motivation is crucial for learning a second language, the concepts utilized to support this assumption differ. These models identify individual variations in second language competency and suggest that these characteristics influence what happens in language lessons.

Despite the fact that each of these models says that motivation is crucial for learning a second language, the concepts utilized to support this assumption differ between models. These models identify individual variations in second language competency and suggest that these characteristics influence what happens in language lessons. There may be insufficient social acceptance for the idea of becoming proficient in English, insufficient opportunities for interaction with English speakers, insufficient strong role models promoting English learning, and insufficient English input in the environment.

All of these elements, which we know contribute to successful second language learning, are absent in the majority of circumstances.

There is typically insufficient English input in the environment, probably insufficient opportunities for interaction with English speakers, typically

insufficient strong role models promoting English learning, and possibly insufficient social acceptance for the idea of becoming proficient in English. All of these elements are proven to help in second language acquisition. Because of these unfavorable circumstances, a student must be extremely driven in order to succeed in learning English. Motivation is undeniably important while learning a second or foreign language. It is widely acknowledged that students who are extremely driven are more likely to succeed in language studies [6, p. 98].

Motivation is defined as “the internal process that can’t be directly observed but that activates, guides and maintains overt behaviour” [7] Motivation should be viewed as a hybrid concept, an internal attribute that is the result of an external force [8]. The person who is motivated puts forth effort, is persistent and focused on the task at hand, has goals, desires, and aspirations, enjoys the activity, experiences positive reinforcement from success and disappointment from failure, makes judgments about success or failure, is stimulated, and uses strategies to help them achieve their objectives. External incentives and penalties for performing the work successfully might serve as one sort of external motivation. Internal factors like the delight derived from the behavior can also serve as motivation.

Materials and Methods

For ESL students to be successful in studying English, motivation is crucial. In the literature review, instrumental motivation is one of the motives covered. Crystal, D. [9] noted that instrumental motivation was crucial for individuals learning a language, especially a foreign language, for their external advantages, such as the objective of acquiring a decent career. Researchers found that strong instrumental motivation helped EFL students from many nations understand English. According to Mao [10], English as a Foreign Language (EFL) students discovered that students had significant instrumental motivations for learning the language; also, students were career-oriented and learned English primarily for reasons related to their field of work. When studying foreign language learning, we see that motivation is analyzed differently than in other topics. The student learns either through their parents’ ambition to grasp a foreign language or from their own motivation to excel. The eventual goal, however, is mastery of language as a method of communication in many contexts of everyday life, learning that will always be artificial and to which the teacher must imprint his/her authenticity.

There were 260 participants in the entire sample (N), of which two sub-samples (N=260) were included. These students were enrolled in 4-year undergraduate study programs at two sets of Academies: Exercise Therapy Instructors and Sports School Coaches. The first sub-sample (N1=160) included 100 students and 160 students from the group of Exercise Therapy Instructors and Sports School Coaches, respectively. The typical age was 19. Given that males have typically selected a more professional orientation, it was predicted that the

majority of the students in the group of Sports School Coaches were male ($M=160$). The second subsample was made up of the Exercise Therapy Instructors group's students ($N_2=100$). The pupils were twenty years old on average. The majority of the students were women.

The research device has two components. Age, gender, study program, and year of study were among the demographic information gathered in the first section. The Questionnaire for Measuring Type and Intensity of Motivation of Students for Learning English as a Foreign Language, which was designed to assess different motivational styles among students studying English as a foreign language, made up the second section.

TIMLEFL is a self-evaluation tool with 32 items that assesses three different forms of motivation: pragmatic-communicative, emotional, and integrative. Students were asked to rate their agreement with each statement on a five-point Likert scale, with 1 being the strongest disagreement and 5 being the strongest agreement. The instrument demonstrated a tolerable level of internal consistency, and it appears that all of its original dimensions have a low but acceptable level of reliability, as shown by the following Cronbach's alpha coefficients: pragmatic-communicative (0,84), emotional (0,73), and integrative (0,65) motivation.

The study was conducted at the Academy of Physical Education and Mass Sports during normal sessions in the winter semester of the school year 2022–2023. To prevent bias, the participants were informed of the study's broad objectives without learning its specific goal. All participants were given anonymity and requested to provide honest and truthful answers. The Heads of Department promptly granted the necessary clearances.

Results and Discussions

According to descriptive indicators, pragmatic-communicative motivation has the highest average mean (with standard deviations) ($M=4.04$; $SD=0.66$), followed by affective motivation ($M=3.22$; $SD=0.75$), and integrative motivation has the lowest ($M=2.21$; $SD=0.93$). The Friedman test findings suggest that the differences between means are statistically significant.

Gender variations in all aspects of student motivation for ESL learning were investigated.

As indicated in Table 1, gender disparities in all three categories of student motivation are statistically significant. In compared to male students, female students had statistically significant average scores in all three categories of student reasons for learning English as a foreign language.

According to Cohen [10], females constantly outperform their male counterparts when it comes to language learning. A simple explanation for these findings might lead us to believe that female students value the communicative aspect (using foreign languages in general and for business purposes) more than

male students, but that male students value the international status of English more. The findings reveal a larger attachment of both genders to the pragmatic-communicative motivational type, implying that students in general value communication and practical goals such as further education and work prospects.

Table 1 T – tests of gender differences in motivation for learning English as a foreign language

Type of motivation	t-test (df=170)	p	M Male (120)	σ Male (120)	M Female (52)	σ Female (52)
Pragmatic-commu- nicative	-5.36	0.00	46.84	8.25	52.42	5.20
Affective	-4.67	0.00	18.36	4.12	21.63	4.44
Integrative	-2.98	0.00	8.29	3.45	10.10	4.09

Legend: M= Mean; σ = Standard Deviation

Table 2 T – tests to see if there are changes in motivation for learning English as a foreign language based on the program of study

Type of motivation	t-test (df=170)	p	M TR (107)	σ TR (107)	M INS (65)	σ INS (65)
Pragmatic-com- municative	-4,29	0,00	46,76	8,41	51,45	5,89
Affective	-4,13	0,00	18,30	4,15	21,08	4,48
Integrative	-1,81	0,07	8,44	3,59	9,49	3,91

Legend: M= Mean; σ = Standard Deviation

Table 2 shows that there are two statistically significant variations in the relevance of different forms of motivation for learning English in connection to the program of study. Taking these two significant differences into account, a substantial tendency of higher means for students in the Instructor (INS) group may be noticed. This finding supports our initial hypothesis that students in the Instructor (INS) group are more motivated to study English than students in the TR (coach) group. Perhaps the reasons are that pupils from the TR (coach) group are from our country's villages.

Table 3 – changes in motivation for studying English as a foreign language according on academic year

Type of motivation	F-test (df=2,169)	p	M 1 st year (79)	σ 1 st year (79)	M 2 nd year (50)	σ 2 nd year (50)
Pragmatic-communicative	0,79	0,46	48,76	8,63	47,42	7,94
Affective	0,04	0,97	19,25	4,82	19,40	4,25
Integrative	0,05	0,95	8,87	3,76	8,70	3,63

Legend: M= Mean; σ = Standard Deviation

Table 3 demonstrates that there are no statistically significant changes in the relevance of different forms of motivation for learning English based on the year of study. This supports our initial premise that a year of study is insufficient time to detect any meaningful variations in the degree of enthusiasm for learning English as a foreign language.

This study found that students' desire to learn English is heavily influenced by their understanding of the importance of English as an international language, their pragmatic objectives, such as job, but also socialization and integration into the global society. On a broader level, societal variables such as social dynamics or power dynamics between languages might influence motivation. Our key result is that female students are more motivated than male pupils to study English.

As predicted, the program of study has a crucial influence in defining motivational kinds and intensity - students in the group INS are much more driven to learn English than students in the group TR. However, the year of study has found to have little bearing on the amount of desire. According to the results of this survey, foreign language competency may have a substantial impact on student motivation to learn a foreign language.

Given that various student attributes, including motivation [8], exhibit a significant amount of contextual and temporal variation (variation from time to time and from situation to situation), the authors believe the findings of this study would be best compared and used in future research on motivation in the classroom context focusing on and studying other programs of study at the Academy of Physical Education and Mass Sports. Future research should be conducted on a broader student population to shed more light on student motivation in learning ESL, allowing for the development of practical formulae for motivating students based on their gender, year of study, and program of study.

Conclusion

In order to learn a second language, motivation is crucial. According to the current study, students with positive motivation have more success learning a

second language than those with negative motivation. Motivation, highlighting its significance for acquisition of a second language in the modern era.

This study looked at the disparities, gender differences, and motivating effects on English proficiency among APEMS English learning students.

The internal organization of pupils' motivation to study English was a significant factor. The results showed that intrinsic curiosity, learning context, personal growth, and international communication made up the majority of ethnic students' motivation for studying English. Students' interests in the English language, culture, science, and technology were referred to as their intrinsic motivation.

The primary driving force behind the learning environment was interest in English classes, instructional strategies, and teaching resources. The incentive for personal growth of pupils was referred to as the learning process's goal. Students with strong English language skills may have more options to find employment and further their careers. The design of study abroad programs, as well as employment and living abroad, was cited as the driving force for international interchange.

Individual characteristics, particularly motivation, have been identified as important in the language learning process by research on second language acquisition. Motivation is increasingly recognized as a learner trait that interacts with other individual differences as well as contextual influences.

Our findings, albeit just a little contribution to the field, have proven the value of studying motivation for learning English as a foreign language in the formal learning setting. The findings corroborate our first premise.

Three statistically significant gender differences have been discovered to support our theory. Male students appear to be much less driven to study English than female students, and this holds true for all three motivational kinds. The key conclusion in this study on gender disparities is that female students constantly see learning English as more significant, not only from a pragmatic-communicative standpoint, but also from a higher inclination for integration into the global society. Statistically significant variations have also been identified in connection to the program of study. There was a significant difference in two motivational kinds found for students in the INS group: pragmatic-communicative and emotional. Finally, no statistically significant changes in regard to the year of research were found.

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МОТИВАЦИЯ – ДЕНЕ ШЫНЫҚТЫРУ ЖӘНЕ БУҚАРАЛЫҚ СПОРТ АКАДЕМИЯСЫ СТУДЕНТТЕРІНІҢ АҒЫЛШЫН ТІЛІН ҮЙРЕНУДЕГІ ЭЛЕМЕНТІ

Ағылшын тілін үйрену - бұл таңдау немесе бейімділіктен гөрі талап. Студенттердің мотивациясы шет тілін меңгерудің маңызды құрамдас бөлігі болып табылатыны сонша, бірде-бір оқытушы жүйелі оқыту тәсілінің осы ең маңызды аспектісін елемейді деп айта алмаймыз. Шет тілдерін меңгеруге ықпал ететін ауыспалы факторлардың ішінде осы тілдерді меңгеруге бейімділігін, студенттің интеллектісін, оның табандылығын немесе тілегін, бағдарламалар мен оқулықтардың функцияларын, сонымен қатар шет тілі оқытушысының ролін атауға болады. Бұл зерттеудің мақсаты – Дене шынықтыру және бұқаралық спорт академиясының (АРЕМС) студенттеріне кәсіби ағылшын тілі дағдыларын үйрету үдерісін жетілдіру.

Мамандандырылған мәтіндерді оқу нәтижесінде мына нәтижелерге қол жеткізу керек: ауызша және жазбаша қарым-қатынас дағдыларын қалыптастыру, сонымен қатар студентке оқытылатын шет тілінде әдебиетті еркін оқуға мүмкіндік беретін белгілі бір идеяларға қол жеткізу. Қорытынды: Студенттердің мотивациясы тақырыбын АРЕМС-тің ағылшын тілі оқытушыларының көпшілігі зерттейді. Сондықтан департаменттің әдістемелік мәжілістерінде і әріптестермен бірлесе отырып, біз осы бағытта тәжірибе алмасып, шетел тілі оқытушыларының көпшілігі студенттерді оқуға ынталандырудың заманауи жүйелі және шығармашылық оқыту әдістері мен түрлі құралдарын пайдалануды таңдайды деген қорытындыға келдік.

Кілтті сөздер: ағылшын тілі, тіл үйрену, мотивация, модель, оқу фокусы, негізгі элементтер.

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МОТИВАЦИЯ - ЭЛЕМЕНТ В ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА СТУДЕНТАМИ АКАДЕМИИ ФИЗИЧЕСКОЙ КУЛЬТУРЫ И МАССОВОГО СПОРТА

Изучение английского языка – это скорее требование, чем выбор или предрасположенность. Мотивация студентов является настолько важной составляющей в овладении иностранным языком, что ни один преподаватель не может обойти вниманием этот важнейший аспект систематического и обучающего подхода. Среди переменных, способствующих овладению иностранными языками, можно назвать склонность к изучению этих языков, интеллект студента, его упорство или стремление, функции программ и учебников, а также роль преподавателя иностранного языка. Целью данного исследования является совершенствование процесса обучения профессиональным навыкам владения английским языком студентов Академии физической культуры и массового спорта (АРЕМС).

В результате изучения специализированных текстов должны быть достигнуты следующие результаты: формирование навыков устной и письменной коммуникации, а также достижение определенных представлений, позволяющих студенту бегло читать литературу на изучаемом иностранном языке. Выводы: тема мотивации студентов изучается большинством преподавателей в АРЕМС. Поэтому на методических собраниях департамента совместно с коллегами, преподаватели обменивались опытом в этой области, приходя к выводу, что большинство преподавателей иностранного языка делают выбор в пользу использования современных методов и различных средств мотивации студентов к систематическому и творческому обучению.

Ключевые слова: Английский язык, изучение языка, мотивация, модель, направленность обучения, ключевые элементы.

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