MOTIVATION AND ICT IN ENGLISH TEACHING

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Abstract

Nowadays English is increasingly becoming one of the main sources of obtaining and accurately understanding new information and a tool to master new areas of knowledge.

As a consequence, scientists still have a strong interest in finding new methods of teaching a foreign language. Even more important, this problem is acquired at the present time, when some Master's programs are taught in English. The modern learning process cannot be imagined without the use of information and communication technologies (ICT). Therefore, using ICT increases the effectiveness and intensity of training, contributes to the development of students' and teacher's skills.

In addition, ICT opens up new forms and methods of teaching such as online training resources, use of virtual and artificial language environments. In the process of learning, along with the interactivity of the "teacher-student" interaction, interactivity arises in the interaction "student-learning material". All these innovations motivate both teachers and students promoting academic and professional development.

Despite all the opportunities provided by ICT, the role of motivation remains the main one in the study of any curricular subject, including English.

This article presents the results of ICT influence analysis on the motivational component of the learning process. The dynamics of students' progress in the same subject areas has been compared, but with different material resources in teaching (using ICT and without). The given paper considers the analysis of the students' motivation according to the survey data.

The received results allow us to speak about positive influence of ICT application in training.

Keywords: ICT, motivation, English, effectiveness, teaching and learning, virtual learning environments (Black Board).

1   INTRODUCTION

Language reflects the surrounding reality of man, achievements in science, technology, knowledge of the world around him, development of material and spiritual culture. One of the most important functions of the language is communicative, which ensures communication in all spheres of human activity. The end of the XX-th century and the beginning of the XXI-st century is well-known as an era of ever-accelerating scientific progress. No any doubt that this progress affects the educational activity.

In the Russian educational system the past decades has been an expansion of professional intercultural communication, an increase in the academic mobility of researchers, teachers and students. The implementation of academic exchange programs and internships for schoolchildren ([1], [2], [3]) students and teachers, the joint development of educational materials, the development of joint educational programs of universities - these and other forms of humanitarian cooperation are becoming particularly relevant in connection with the overall processes of integration between countries. The implementation of these processes is determined by Russia's accession to the European educational area and the implementation of the principles of the Bologna Declaration.

English is among the most widely used means of communication and contributing to the goal of information exchange at the global level. The modern language situation is characterized by the expansion of English language intentions in a wide variety of spheres: tourism, technique, joint ventures, university educational programs in English [4], and so on. One of the modern requirements for a potential employee is a certified level of fluency in a foreign language. English language, ability to self-organization, responsibility, communication skills become mandatory when hiring. Hence, it follows that the goal of teaching English now is the development of communicative skills and skills of

students, that is, proficiency in a foreign language. The task of teachers is to organize the students' learning activities, their motivation to learn a foreign language, and further self-education.

It is commonly discussed at various times that many methodologists emphasizes the need to new teaching methods ([5], [6]). For example, M.Lozanova's method and the intensive course of G.Kitaigorodskaya have been proved as effective ones. Today audio and video materials are added to the obvious advantages of new techniques, which in previous years were presented in fragmentary (for example, in the form of films, tapes, records).

The modern concept of modernization of education aims to improve the quality and efficiency of training professional personnel [7]. The target program "Electronic Russia" is being implemented, which means the active use of information technologies in teaching. New requirements are introduced to the process of teaching foreign languages - this is a communication approach. The main task of this approach is to form and develop the communicative competence. The use of information and communication technologies (ICT) greatly facilitates the process and expands opportunities in teaching foreign languages:

1 Facilitates the learning process without significant additional costs:
   o to attract native speakers in the learning process remotely via teleconferences, Skype programs, etc.;
   o allows you to select and apply authentic material on current issues of our time;
   o allows the use of electronic resources and training materials;
   o allows you to use presentations created by the teacher to study a fairly complex language material;
   o allows the use of software simulators and electronic tests in the study of Grammar.

2 Highlight key points of the learning process:
   o The application of virtual learning environments (Moodle, BlackBoard) enhances the role of distance learning and self-study in learning a foreign language [1, p. 46];
   o Teacher's role displacement: from the role of "source of knowledge" to the role of "coordinator of training";

3 Enhance student motivation:
   o increases the degree of interactivity, involvement in the learning process;
   o teachers authority is increased, because classes are held at the modern way, using new information technology products;
   o allows you to more closely combine the educational process with the professional interests of students.

Long-term teaching of English at the Kazan National Research Technical University has allowed us to compare different training options [8], and identify the strongest aspects of each. Teaching English by using Internet resources gives access to a lot of authentic material. The main goal of authentic information is the formation of communicative competence, which in turn assumes knowledge of the English language at a certain level, and also forms certain knowledge about the country of the language being studied, its culture, traditions, scientific schools, etc.

The wide use of the Internet and information technology in education has two sides. On the one hand, information technologies are effectively used for acquaintance with new lexical material, new cliches used in modern English; and on the other hand - the appearance new words in the vocabulary of the Russian language, word combinations, abbreviations, terms, thus reacting to changes in society and the reality surrounding us.

The modern age of new technologies and computerization accompanies by the emergence of new branches of knowledge and technologies, which contributes to new terms that serve different branches of the national economy, science, technology and culture. Recently, due to the rapid development of information technologies and the media, language interaction intensifies in the context of the globalization of economic, political and social processes.

Today the modern educational process has changed the attitude towards distance learning, which in previous times was underestimated. Distance learning is an independent form of learning, where information technology plays an important role. Modern teachers of universities are developing various

work programs in various specialties, software tools (tests, assessment tasks, final assignments) and evaluate the development of electronic educational resources. Also, the use of virtual learning environments (Blackboard, Moodle) contributes to the formation of students' interest and the desire for self-education.

There are various definitions of the concept of motive: L.I. Bozovich understands the inner position of the individual under motives. P.M. Jacobson defines the motive as the motivation that leads to the act. Most scientists agree with the main thing - an understanding of the needful nature of the motives. Some scientists suggest classifications of motivation, for example, motivation is divided into positive and weak.

Positive motivation where the need is well-paid job in a prestigious company, the goal is to have Upper-Intermediate level of English, and the motive is desire to learn English. Weak motivation is the same motive, where the need will not get a bad mark and not be sent down from the university.

ICT as an external factor cannot change the needs of the individual, but providing new learning opportunities facilitates the achievement of individual needs (conditions are created for the realization of creative needs, recognition, self-realization). As a consequence, ICT stimulates cognitive independence of students.

Despite all the opportunities provided by ICT, the role of motivation remains the key point in learning English. This article is devoted to the study of the role of ICT in motivating students.

2   METHODOLOGY

Within the framework of the research, we decided to conduct an experiment to assess the dynamics of mastering the material in groups of students that did not use ICT, and in groups of students using ICT. We selected two groups of 12 students for the first year of the first semester with approximately the same level of English language proficiency for the same topics. Names of these topics: Daily activity, Health, Coming back to the past, Life experiences, Things happen, Celebrations. Grammar themes: Tenses, Modal verbs, Questions.

In accordance with the study, we planned to conduct training on topics with further joint discussion and analysis of done assignments using ICTs in the first (experimental) group: the BlackBoard virtual learning environment, blogs, feedback forums and discussion topics, job assignments for independent work.

In another group (the control group) we planned to conduct classes on the same topics using the traditional methods, analyzing and discussing the correctness of home assignments and sometimes exchanging the carried out tasks between the students, discussing the tasks performed in the classroom.

To assess the effectiveness of ICT applications and the role of their motivation, the following stages were prepared:

- English proficiency students level test before and after the experiment (on the point system used in the KNITU-KAI);
- Interview students before and after the experiment to assess the degree of motivation in the study of English (students indicated points to the statements presented in the questionnaire: 10 points - completely agree with the statement, 0 points - completely disagree with the statement).

In the questionnaires the following statements were put:

1   English is the necessary and compulsory subject for my specialty;

2   English is necessary for me to travel, acquaintances, sharing experiences;

3   English is necessary for further study;

4   In the English language course I will achieve the required level of English.

5   If the subject(English) is an optional, I will not learn it.

6   I believe that English is not "for me"

7   The use of information and communication technologies in classes increases the effectiveness of training

8   Learning English allows you to combine the learning process with my professional interests and learn new terminology.

The final score of motivation was estimated by summing up the factors of positive motivation (questions №. 1, 2, 3, 4, 7, 8) and subtracting the factors of weak motivation (questions №. 5, 6).

Experimental training lasted 3 months: 12 weeks for 3 hours each week.

3   RESULTS

As a result of testing before and after the experiment, the following results of the level of knowledge of the study material were obtained on average per 1 student:

Table 1. *Test results.*

	Entry test	Final test	Growth, %
control group	65 points	78 points	120%
experimental group	60 points	83 points	138%

There is an increase in the level of knowledge of the studied material in both groups, while in the experimental group the growth is higher.

As a result of the questioning **before** and **after** the experiment, the following results of the level of motivation were obtained on average for 1 student:

Table 2. *Interview results before and after experiment.*

	Interview results **before** the experiment	Interview results **after** the experiment	Growth, %
control group	26 points	25 points	96%
experimental group	29 points	32 points	110%

Despite the increase in the level of knowledge in both groups, there is a multidirectional dynamics in the average level of group motivation (control group -4%, experimental + 10%). At the same time, it should be noted, the negative dynamics of the assessment of students' statements in the control group to questions # 4, 5 and positive dynamics to question # 7.

In the experimental group, it should be noted the positive dynamics of the assessment of students' statements to questions # 3, 4, 7. Positive evaluation for question # 7 "The use of information and communication technologies in classrooms improves the effectiveness of teaching" in both groups it is supposed by exchanging information between students of groups about training.

4   CONCLUSIONS

The results of the research show the important role of ICT in learning a foreign language. The study revealed an increase in motivation in the experimental group: the role of motives (such as "English is necessary for travelling and experience exchange") is growing, self-confidence appears in achieving goals.

In conclusion, the use of Internet resources and information technologies are only auxiliary technical means of training. The main role in the classes, of course, is assigned, as in previous years, the personality of the teacher. The main task is to use correctly authentic material during classes, motivate students to learn English and develop communicative competence. It should be noted that today possibilities have increased significantly and it is possible to achieve good results in training only by integrating computer technologies and personal creativity, which makes the course program unique and it requires the highest linguistic and pedagogical culture.

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