TECHNIQUES AND METHODS OF INCREASING MOTIVATION AMONG FOREIGN-SPEAKING SCHOOLCHILDREN IN THE STUDY OF THE VOCABULARY OF THE MODERN RUSSIAN LANGUAGE

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Annotation

Russian Russian the article discusses techniques and methods of increasing motivation among foreign-speaking schoolchildren when studying the vocabulary of the modern Russian language, and also provides lexical tasks that help the teacher to increase motivation to learn Russian in a foreign-speaking audience.

Keywords: motivation, cognition, learning process, internal attitude.

The goals of school education, which are set before the school by the state, society and the family, in addition to acquiring a certain set of knowledge and skills, are the disclosure and development of the child's potential, creating favorable conditions for the realization of his natural abilities, increasing cognitive interests during school time [1].

Every teacher knows this situation: a child can learn, but is lazy, uninitiative, treats everything carelessly. They say about this: not motivated… To date, lack of motivation is the main reason for the failure of foreign language students in Russian lessons. But how to increase the motivation of children, how to engage them in learning new material, how to teach them to work independently during the lesson and at home?

The disciple is an active being. He is always doing something, participating in some kind of activity. In order for a student to study successfully, he must not perform any actions, but quite certain ones.

What motivates him to perform these actions, what directs and regulates his activities in the process of learning? In other words, what motivates and directs the student's activity?

The teacher must learn to manage the activities of students in the learning process, and for this he must be able to form the necessary motivation in them. And if we can't do it, then all our efforts are in vain [2].

Let's consider what "motive" and "motivation" are:

Motive (from Latin) – to set in motion, to push. This is an incentive to activity related to the satisfaction of a person's needs.

Motivation is an incentive that causes activity and determines its direction.

The motivational sphere of schoolchildren 's teaching is defined by the following concepts:

The meaning of the teaching is the inner attitude of the student to the teaching. Psychologists note that the meaning of the teaching is a complex personal education, which includes two points:

- the child's awareness of the objective significance of the teaching;

- the child's understanding of the subjective significance of the teaching.

The motive of the teaching is the motivating reason, the inner personal motivation for action, the conscious interest in its accomplishment.

Setting goals is the student's focus on performing individual actions included in the educational activity. Through setting goals, the motives of the teaching are embodied.

Interests – cognitive and emotional attitude of a student to learning. For the teacher, this is the ratio of the meaning of the teaching, the nature of motives, the maturity of goals and the characteristics of emotions.

Creating an optimal educational environment that motivates the student to study and activates the teacher's work. Increase educational motivation (to teach children so that they want to learn). The teacher must be able to evoke this desire in students, which means that he must form the appropriate motivation in students.

To do this, the teacher must know and master various forms and methods of teaching. These questions were answered not only by our contemporaries, but also by teachers of previous years.

Ushinsky believed that only success supports the student's interest in learning. Sukhomlinsky argued that the methods used in educational activities should arouse the child's interest in knowledge, and an educational institution should become a school of joy, if you deprive a child of self-belief, it is difficult to hope for his bright future.

We have come to understand the need to create a situation of success by the teacher in the classroom.

The main factors influencing the formation of a positive stable motivation for learning activities are:

* the content of the educational material;
* organization of educational activities;
* collective forms of educational activity;
* evaluation of educational activities;
* the style of pedagogical activity of the teacher [3].

A teacher can have a significant influence on the motivation of teaching and its development by using certain methods and techniques in his work.

For example:

1. Creating a situation of success allows you to motivate students to work actively during the lesson. You can invite the guys to answer during the frontal survey, starting with the words: "I know that ...". This technique contributes to the growth of students' confidence in their abilities and abilities.

2. Reception "Time line". Draw on the blackboard, on which it is necessary to identify the stages of studying the topic, forms of control; talk about the most important periods that require one hundred percent dedication from the guys, together find lessons where you can "take a break". The "time Line" allows students to see what exactly can be the final product of studying the topic, what they need to know and be able to successfully master each subsequent topic.

3. Lexical games in Russian language lessons with simultaneous development of oral speech skills. Children should be played with as much as possible, turning any task into a game or competition. With adults, the situation is different. If the study time allows, it is recommended to devote 10-15 minutes at each lesson to the game chosen taking into account the level of training and the needs of this stage of training. For example, lexical games should be alternated with games aimed at developing oral speech skills [4].

Lexical games

Task 1. A game for the development of vocabulary, memory and attention. Students should name or write down as many words beginning with a certain letter of the alphabet as possible, or you can ask them to find objects in the room where they are located whose names begin with a certain letter of the alphabet.

Task 2. A game for the development of memory, writing, communication skills. Students should name or write down as many words as possible related to a particular lexical topic, for example, family, school, clothing or city.

Task 3. Who is the richest? A game for the development of memory, writing, oral speech skills. The teacher prepares a set of cards on which words related to various lexical topics are recorded. The cards are shuffled and laid out on the table. The players will have to select as many words as possible related to the same topic. After a short time interval, the teacher stops the search. Everyone will have several groups of words on their hands. For example, three words on the topic of clothing, four on the topic of food, etc. The winner is the one who manages to collect the largest number of words on one topic.

Task 4. A game for the development of attention, oral speech skills. One of the participants of the game or the teacher names an object (for example, a flower, a stone, a vase, etc.). The others take turns coming up with adjectives that can characterize this subject. For example, a vase: beautiful, big, expensive, etc. The one who calls the right word gets a score.The winner is the one who scored the highest number of points.

Task 5. A game for the development of attention, oral speech skills. You will need a ball to play. One of the students throws a ball to another and pronounces an adjective with the meaning of quality or property (for example, soft, smooth, cold) or color (red, green, etc.). The one who catches the ball must name the object to which this attribute is suitable (for example, cold ice cream, cold weather, cold day, cold a glance, a cold wind). Then he calls an adjective himself and throws the ball to the next player.

In adult groups, a participant in the game calls adjectives, addresses another member of the group, or asks him a question: "What can be cold (soft, smooth, heavy, etc.)?"

The player who answers the question gets one point. The winner is the one who scores the highest number of points.

It's no secret that game tasks bring variety to the learning process and increase their attractiveness for students. At the same time, game types of work perform not only an entertainment function, but also serve practical purposes. Naturally, such classes increase the effectiveness of the lessons themselves: children learn with pleasure, easily assimilate the material and develop all the necessary skills. The above examples will allow:

- to ensure the psychological safety of students in the classroom;
- diversify active forms of support for productive pace in the lesson;
- to implement an individual approach to students;
- to form motivation for learning;
- develop the skills of reflection and introspection;
- establish student-teacher contact and create an emotional and trusting background.

Let's summarize. In order to properly evaluate the student's actions, first of all, it is necessary to understand the motives of these actions, which may be different even if the same actions are performed externally, achieving the same goals.

In the process of learning, the type of motivation changes. The change in motivation is influenced by various reasons: new attitudes of the student (for example, the desire to bypass or overcome difficulties), long-term successes or failures in the course of training, the choice of a life path, etc.

Thus, taking into account all the above, it is from the teacher, the forms and techniques of his work, the content of the educational material that the formation of the motivation of the teaching depends.

Rapidly developing changes in society today require from a person the ability to quickly adapt to new conditions, find optimal solutions to complex issues, showing flexibility and creativity, be able to establish effective communication with different people and at the same time remain moral. The task of the school is to prepare a graduate who has the necessary set of modern knowledge, skills and qualities that allow him to feel confident in independent life.

Alas, traditional teaching, the passive subordinate role of the student cannot solve such problems. To solve them, new pedagogical technologies, effective forms of organization of the educational process, active teaching methods are required. It is equally important to increase the interest and motivation of teachers and students. The teacher should use his creative potential more actively. With the systematic use of active methods, the role of the teacher changes fundamentally [7]. He becomes a consultant, mentor, senior partner, which fundamentally changes the attitude of students towards him – from a "controlling body" the teacher turns into a more experienced friend who plays in the same team with students.

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