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**ХАРАКТЕРИСТИКА ХОРОШИХ УЧНІВ АНГЛІЙСЬКОЇ МОВИ:
ДОКАЗИ ЕМПІРИЧНОГО ДОСЛІДЖЕННЯ**

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**CHARACTERISTICS OF GOOD ENGLISH LANGUAGE LEARNERS:
EVIDENCE FROM EMPIRICAL RESEARCH**

Bachelor's Thesis

Presented by: Szénéca V.

a 4th year student

Professional Education program:

014 Secondary education. Language and literature (English)

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INTRODUCTION

The English language is becoming more widespread in the world and it is reasonably claiming the title of "language of international communication". The teacher needs to understand the psychological nature and origins of this condition, in every possible way to support and intensify the interests of successful learning of the English language.

The relevance. Many teachers in their work are faced with the problem of reducing educational motivation among teenagers. For pupils of this age, an important role in the educational process is played by such factors as the relationship of the educational material with life, the application of the acquired knowledge in practice, the problematic and emotional nature of the material presentation, the possibility of independent cognitive, research and creative activity. All these factors help to maintain high motivation, interest in the subject and generally a positive attitude towards the educational process.

At the beginning of English learning, teenagers are highly motivated. After all, this process involves the process of accumulation, overcoming various difficulties, which does not achieve the goal. As a result, the motivation for further study decreases, the activity disappears. Therefore, the teacher should find for each pupil a motive, laying the foundation (Thornbury, 2020). The teacher needs to train the hard cognitive work, to develop pupils' perseverance, willpower, purposefulness, to encourage the fulfilment tasks of increased difficulty, to learn to clearly define the goals, objectives, evaluation criteria in order to support and to form the motivation. The most significant methods of motivation can be attributed to the establishment of relations cooperation between the teacher and the learner, involvement of the pupils in the organization of the learning process, assessment activities. This problem was studied by such experts as Allwriht (2005), Bibik (2015), Bozovich (1968), Dörnyei (2005), Onishchuk (2004), Orlov (2014), Nikolov (1999), Scharle (2000), Shapovalenko (1999) and others.

Definition of the research aim and objectives. The study presented in this thesis aims to describe the main strategies to improve English skills of learners.

The main **objectives**:

1. To characterize main problems in learning English and good English language learners
2. To empirically study the good English language learners
3. To discuss and interpret the research results.

Identification of the investigation subject – main strategies to improve English skills of learners.

Object of the research – main problems in learning of English.

Brief outline of the research paper structure. It consists of the following sections: introduction, two chapters, conclusions, list of reference sources.

Outline of the methods used in the research – systematization and classification method; descriptive method, project method.

Theoretical and practical value of the research. The value of the work lies in the fact that its results will make it possible to conduct the learning process more successfully, the results can be used in school and university courses, in methodology courses.

PART 1

THEORETICAL ASPECTS OF GOOD ENGLISH LANGUAGE LEARNERS

1.1. Main problems in learning English

English skills become an integral part of the professional competencies of specialists with higher education in different areas of training and make them competitive in the international labor market. All this necessitates qualitative changes in teaching non-linguistic specialties to pupils in order to improve their level of knowledge of a foreign language and its practical use in future learning activities.

Motivation is the interests, needs, aspirations, emotions, beliefs, ideals, attitudes that drive the pupil to work (Nunan, 1998). Motivation promotes the pupil's initiative and love for learning, encourages him to act with maximum energy in different learning situations.

External motivation is based on incentives, punishments and other types of stimulation that either direct or inhibit human behavior. In the case of external motivation, the factors governing the behavior do not depend on the inner self of the individual (Tschirner, 2001).

Intrinsic motivation promotes pleasure from work, arouses interest, joyful excitement, increases self-esteem of the individual.

The overwhelming majority of pupils have dominant motives for learning English like professional interest, the importance of communication with peers from other countries, the possibility of success, and also the prestige of knowing a foreign language. The activities are designed to develop a comprehensive range of skills and attitudes including motivation, learning strategies, self-monitoring and co-operation. The activities can be easily integrated into the regular curriculum as almost all serve some linguistic purpose in addition to learner development. Scharle and Szabo (2000) invoke the saying 'you can bring the horse to the water, but you cannot make him drink' to emphasize the importance of learner autonomy

in which the passive presence of the language learner will not result in meaningful learning.

As Benson (2001, p. 342) notes, teachers and educational institutions should attempt to foster autonomy through practices that will allow learners to engage in modes of learning in which this capacity can be developed.

As factors that increase interest in learning in the same study, pupils called the opportunity to travel and visit a country whose language they are learning and learning with its culture, the possibility of applying the acquired knowledge in professional activity, etc. Motivation for learning English is shared in two varieties: communicative and linguistic. Communicative is based on the desire to communicate in foreign language, and linguistic means interest in learning the language as a sign system and characters.

As Allwright (2009, p. 123) puts it, the idea of learner autonomy was for a long time associated with a radical restructuring of language pedagogy that involved ‘the rejection of the traditional classroom and the introduction of wholly new ways of working’. To put this comment in context, many of the early experiments were designed for adults who did not necessarily have the time, inclination or opportunity to attend classroom-based courses. For Allwright (2009, p. 123) however, autonomy needed to be re-conceptualized if it was to be applied to the classroom. Autonomy could, for example, be recognized in pupils’ unpredictable contributions to classroom activities that could temporarily throw the teacher’s plans off course. In his book on learner training, Dickinson (1992) also argued that learners often acted ‘independently’, both cognitively and behaviourally, in the classroom, while Dam (1995) demonstrated how principles of autonomy could be integrated into secondary school classrooms without self-access or formal learner training. This turn towards classroom applications led a second wave of interest in autonomy in the 1990s, with important theoretical implications.

Little (1995) argued that learner autonomy did not imply any particular mode of practice, but was instead dependent upon the quality of the ‘pedagogical

dialogue' between teachers and learners. With the proliferation of self-access centres in the 1990s and more recent developments related to computer-based modes of teaching and learning, however, Allwright's (1988) 'radical restructuring of language pedagogy' has become a reality that many language teachers must now come to terms with. The deconstruction of conventional language learning classrooms and courses in many parts of the world is thus a third context for growing interest in autonomy in recent years. Indeed, the tendency has been towards a blurring of the distinction between classroom and out-of-class applications, leading to new and often complex understandings of the role of autonomy in language teaching and learning.

The social-developmental approach to foreign language teaching is considered within the framework of personality-oriented and competence-based approaches. In turn, the individual is seen as an active and full-fledged entity, which, interacting with different language partners in the native and non-native cultures, accumulates social experience and acquires the qualities necessary for socially adequate interaction to solve personally significant problems.

Among the tools that determine the 'vector' of learning and development of students, there are tools for teachers (educational standard, curriculum in foreign languages, educational and methodological complex, practices and methods of teaching English, methodological literature, scientific literature), which should guide teachers to organization of foreign language teaching.

Complexes of exercises in the textbook and workbook help to form and develop grammar skills; develops the ability to identify language patterns in deriving rules, provides great repeatability of grammatical material in new communication situations and various activities. Some conditional language exercises are included as additional exercises in the teacher's book. The process of learning the grammatical side of speech is not isolated, it is included in the general context of communication, when different situations are used. The formation of grammatical skills goes through certain stages from the perception of a grammatical phenomenon to its reproduction (Hall, 1998).

The study packs of courses may consist of a phonetic section, grammar reference book, instructions for grammatical analysis, translation, terminological dictionary, additional texts for home reading. A typical lesson may contain text and notes to the text, which explain the realities, interpret lexical and grammatical difficulties, list of required words and expressions (active vocabulary of the lesson), phonetic exercises to the text, exercises in reading and word formation, as well as grammar and lexical exercises.

Textbooks are closely related to other components of the study pack of course. They may contain links to a workbook and a book to read. The workbook is designed to activate and systematize the material presented in the textbook. Each lesson in the workbook corresponds to the corresponding lesson in the textbook and has the same title. Workbooks are used both in class and at home. If in the textbook most of the exercises are based on the material of children's culture of English-speaking countries, then in the workbook many exercises are based on native culture, which allows children to better understand its features.

The reading book is composed in such a way that home reading is organically included in the content of the whole cycle of lessons, developing and deepening its content. Learning to read is based on excerpts from works of art intended for students of this age group and popular among English and American peers. The reading book, along with the works of classics of children's literature, includes excerpts from the works of the most popular modern authors. It also includes various types of authentic texts: short stories, excerpts from literary works, comics, poems, etc. The texts are accompanied by various exercises to develop reading skills. The book for reading is provided with an English-Ukrainian dictionary, linguistic reference book, list of personal names and geographical names.

The recipes contain interesting developmental tasks, performing which students not only learn to write the letters of the English alphabet correctly, but also become participants in funny stories, get acquainted with fairy-tale characters.

Mastering the writing of the letters of the English alphabet is in the order in which they are studied in the textbook.

The grammar guide with exercises contains grammar rules with illustrations and examples that provide step-by-step mastery of the material, exercises for better learning of grammatical phenomena, section "Test yourself", consisting of questions and exercises to check the material passed, and keys to all exercises for self-checks. The grammar guide can be used as a stand-alone guide for parents who want to help their child learn more about the basics of English grammar.

Audio tools (CD, MP3) are designed to help students better master the spoken side of speech and the ability to understand language by ear. Audio programs are recorded by native speakers. The training disc is a component of the study pack of course, which includes: an audio course (in MP3 format), which contains authentic audio recordings of texts and exercises to improve the pronunciation of the language, as well as to further develop the ability to understand language by ear.

Lessons on the formation of grammatical skills have the following features: in each grammatical phenomenon there are functional and formal features, which are not served immediately, but in portions. Work on the formation of skills is based on the fact that students have already mastered. The following main stages are distinguished in the lessons of grammar skills formation: presentation of a grammatical phenomenon and automation of a grammatical phenomenon. It is necessary for students to understand when this grammatical phenomenon is used and how it is formed.

Demonstration of the functioning of the phenomenon is on the example of texts of different nature (dialogical, monologue). Students listen (visually) or read the text and answer the questions suggested in the textbook, finding and reading sentences with this grammatical phenomenon. Many exercises give students the opportunity to think and analyze the features of a grammatical phenomenon, thus developing their ability to identify language patterns and derive rules.

The use of instructional rules makes the process of mastering a grammatical phenomenon conscious and thus helps students to better master the phenomenon. Thus, the mastery of the grammatical phenomenon is actually based on the mastery of the language pattern.

Automation of the use of the grammatical phenomenon is carried out during the performance of the following exercises:

- imitation, when students read and repeat the grammatical form of the speaker in the finished form. The formal side of the model is memorized.
- substitution, when students substitute lexical units in the language sample. This increases the ability to reproduce by analogy;
- transformational, when students transform the grammatical form;
- reproductive, when students independently reproduce the grammatical form;

When mastering the graphic side of English, students write, which further greatly facilitates the process of learning to read, due to the similarity of the letters. In order to memorize graphic images of the letter and consolidate the skill of writing it, to form the ability to write words, phrases and sentences, students perform specially selected exercises in a workbook.

Writing is also seen as a goal and as a means of learning. The study pack of a course has the following tasks in the field of writing: to master the rules of English calligraphy, to master the rules of spelling in accordance with the studied rules of reading consonants; learn to communicate in writing basic information about yourself. Learning calligraphy at study pack of a course begins with the first lesson and goes through several stages.

The formation of creative written language is also present in the NMC. Children learn to respond to a friend's letter, write a letter to Santa Claus, write a book about a fictional friend, about themselves and their family, based on keywords. study pack of a course allows to successfully develop students' language skills, takes into account the experience of students in their native language, meets

their age capabilities and interests and therefore provides high motivation in the process of learning English.

Familiar fairy-tale characters - dragons, monsters, animals - act as interlocutors in each textbook. In primary school, the game remains the leading activity, so all situations and topics for communication are playful.

Due to the fact that the study pack of a course uses the rule of redundancy of language material, the language learns only the language material that corresponds to the individuality of each student. From lexical groups, children choose and use in language only those words that they personally need. This contributes to a stronger assimilation of the material.

On average, a student memorizes three or four words per lesson. At the same time, some words sound similar to the native language of students and do not present difficulties for mastering. Language material for a given age should be carefully selected and dosed in the study pack of a course. There is a low pace of progress, so that students do not have the belief that they are not able to learn the material, organized a large repetition of the material in new communication situations.

Study pack of a course meets the age interests of students by organizing learning based on intercultural dialogue. Mastering the language material is accompanied by knowledge of interesting facts of native culture and the country being studied.

The language pattern is usually accompanied by exercises aimed at developing lexical and grammatical speaking skills. Sometimes meaningful filling of the sample causes difficulties for students. It is necessary to show students the possible ways to turn any statement into "their own": to take in the finished form from the text what is consistent with their thoughts and feelings.

The study pack of a course can use and combine all known technologies of early learning, which brings it closer to the best modern textbooks. The principle of clarity, which is able to make English lessons more diverse, accessible and

developmental, is fully implemented. Presented in textbooks and workbooks visual range performs various didactic functions. Here are the most obvious of them:

- colorful pictures are used for dematerialization of vocabulary (students very easily cope with tasks of this type);
- language samples are constructed in such a way that they provide adequate use of new lexical units or grammatical phenomena. The presence of such schemes helps children to freely engage in conversation or build a monologue;
- plot pictures contribute to the formation of skills in oral speech in its various forms: monologue (students describe fairy-tale characters, plots depicted in pictures);
- illustrations to printed and auditory texts serve as a basis for understanding what is read and heard.

The use of bright visuals, interesting storylines, audiocassettes in the study pack of a course provides great assistance in mastering new lexical items, developing reading and speaking skills, creating opportunities for objective control, removing psychological difficulties and barriers that arise in one way or another in students (shame irritability, unwillingness to speak). But all this serves to instill interest in learning English, and also provides additional opportunities to perform any tasks above the norm for training, consolidation of the studied material.

The main purpose of the cognitive aspect of study pack of a course is the spiritual improvement of students on the basis of acquaintance and understanding of children's culture of English-speaking countries in its dialogue with native culture. Of interest is the concept of intercultural dialogue, in which the educational goal is understood as the student's mastery of a foreign culture. The development of individuality occurs due to the fact that the student acquires not only knowledge, skills and abilities, but a foreign culture.

One of the main distinguishing features of study pack of a course is that before each lesson (in the book for the teacher) the goals are clearly defined not

only in the educational, but also in the cognitive, developmental and educational aspects. Each exercise in the study pack of a course is cognitive, as it is based on interesting material, and not only teaches something, but also develops and educates students. The peculiarity of study pack of a course is that the learning technology is based on a comprehensive approach to mastering the main types of speech activity. New material is learned simultaneously in all four types of speech activity, when all analyzers are involved: auditory, speech, visual and motor-graphic, which not only contributes to a stronger assimilation of material, but also allows students to compensate for missing ability at the expense of more developed.

Each lesson is presented as a full script, including material for listening and reading. Creative activities (projects) are widely represented. The approach to the development of personal qualities and abilities of the child in the process of acquiring experience of various activities is fully realized: educational-cognitive, practical, social.

1.2. Characteristics of good English language learners

Many recent studies on style and language learning strategies have attempted to identify these languages as "good." In the 1970s, teachers and researchers found that teaching methods and research results would result in the overall success of second language teaching (Brown, 2007).

It seems that students who study will be successful in learning the language regardless of teaching methods and technologies. In this regard, Brown (2007) says that "it seemed that some people were given for success; others relaxed these abilities" (p. 132). In numerous observations and studies (Rubin, 1975; Stern, 1975; Rubin and Thompson, 1994), they are described as "good" by language learners in terms of personal characteristics, styles, and strategies.

In this regard, he evaluates that good language learners:

1. Search in their own way, responsibility for their own training;

2. Organize language information;
3. Creatively and try to feel the language, experienced grammar and words;
4. Create opportunities to practice language use in the classroom and outside the classroom;
5. Learn to live with uncertainty, not confusing and continue to hear or listen without understanding every word;
6. Use “memory” policy - go back to what was learned;
7. Make mistakes to work on them, not against them;
8. Use language skills, including language skills, including knowledge of the native language to learn a second language;
9. Using contextual calls to help them understand;
10. Learn how to make reasonable assumptions;
11. Learning language works, such as integrity and formal procedures, to help them implement “beyond their competence”;
12. Learn to use some techniques to continue conversation;
13. Explore some production strategies to fill gaps in your knowledge;
14. Explore different styles of voice and writing and learn to change the language of the official situation;

Among the learning tools used at this level are slides, situational and thematic drawings and pictures, diagrams, tables, handouts for paired and individual work, phonograms, slides, films, and videos. The following tendencies can be noted in the organization of secondary education: more use of exercises that mimic the conditions of natural foreign language teaching, increasing the role of pupils' independent work, greater reliance on verbal clarity and clues, increasing the proportion of pair and group work.

The implementation of educational activities is fully deployed after reaching this readiness of teens to be included in the work. Learning activities are what schoolchildren can actively do with learning material. This includes the actions of analysis, comparison, change, modelling, etc. Individual steps in the execution of actions are sometimes called operations.

The totality of actions forms a method of work (or a method, method, in the terminology of different authors). In the educational process, a teacher can teach schoolchildren complex methods of processing and systematizing educational material, isolating general principles and their concretization, memorizing techniques, focusing attention, observation techniques, and many others. The formation of methods and methods of educational work is the main indicator of the maturity of educational activities.

Educational activity is a directed activity that has the content of mastering generalized methods of action while mastering scientific concepts. It is the mastery of new ways of work that enriches, restructures the pupil, leads to the emergence of new features of his mental development, new qualities of his personality.

Research on the definition of language learning provides a basis for understanding what one is learning to learn another language. Finding and refining strategies for successful language learning helps teachers and researchers learn these fewer effective strategies. On the other hand, the methods and criteria for determining this language learning are unclear and interesting. It seems easy to sort a person who is also learning a language: if he has developed four basic skills and used them successfully, it is considered good language learning.

The challenge is to solve a student who has learned one or two of these skills. The degree of assimilation, previous influence of the student's English language, student goals and level of student proficiency should be taken into account when determining who is learning the language (Sewell, 2003). However, understanding and knowing the strategies and methods used in good languages can help increase the effectiveness of learning.

Without a doubt, good language learning is inspiring. Experienced teachers are considered highly motivated as well as highly motivated. Personal motivation has been a source of success throughout life. It is difficult to be difficult and successful, knowledge of a second or foreign language will be different.

Since we have pointed out what traits good students have, it is imperative to talk about what makes them so, or more precisely, how to learn English to be a good student.

Good learners study regularly. Good students study regularly. What do you think is better: practice for two hours once a week or one hour twice a week? Since the number of hours devoted to learning English is the same, then the output should be the same. Our capricious memory is to blame for everything. It is because of her that we have to return again and again to topics already covered and repeatedly repeat the words. Many sensible books have been written about the peculiarities of the work of memory. They all agree that the strength of knowledge depends on the frequency of using this knowledge.

Several studies show that not all people can take the same from one language or another with the same success. Rubin (1975) was one of the first researchers to achieve the best results in the study of a second language. He describes three variables: inclination, motivation. You can change the first change, unknown. Dispute, and vice versa. Optimistically, researchers believe that the ability to learn another language can improve different learning strategies.

To this end, O'Malley and Chamot (1990) studied methods for processing information about information improvement, assimilation, and protection. Their research is investigated with the problems of identifying effective characteristics of students. They have achieved three important results in the use of global strategies. First, mentally active students read better. They are around students, as well as new materials that are better understood and reminded and reminded of them. Second, strategies can be learned. If you prepare a strategy and engage student time in second language in the classroom, they may run a distribution than students who have not reported such experience. Third, it becomes more effective for using and developing learning strategies.

Herman and Oxford (1990) were able to explore strategies for training language teachers and various studies. These authors define them as follows: "When we report the steps or behavior of language students by improving the

amplification, storage, preservation, and use of new information" (p. 40). Based on these authors, the use of strategies has become self-directed and helping to improve student achievement. Although the relationship between strategy and competence is complex, they agree that more experienced students "show who can participate in a larger number than less experienced" (Article 42).

In their studies, Naiman, Frolich, Stern, and Todesco (1996) identified three GLP symbols. First, they are actively involved in the language learning process both from the beginning and later. Second, they find ways to overcome obstacles to open up to the linguistic, emotional, or environmental environment. Finally, they manage their effectiveness, student, practices, and communication.

Several authors classify learning strategies in different ways. Ehrman and Oxford's (1990) classification seems to be the broadest. They divide strategies into two groups: direct and indirect. Direct learning strategies involve using the language, retrieving and storing information, and manipulating the language. Indirect strategies complement the previous group and support language learning. These include metacognitive strategies, which are used for organizing and evaluating the learning process; affective strategies used for managing emotional states and attitudes; and social strategies used for learning cooperatively with others.

Good learners look through their notes before the lesson. Good students will remember to look at their notes before class starts. Running your eyes over your word list or exercise at home will give you a boost to get you off to a good start.

Good learners lead a healthy lifestyle. Even in education, a lot depends on a healthy lifestyle. Good students sleep at least 8 hours a day, eat a lot of fruits and vegetables, and try to keep their bodies in good shape. Healthy sleep and proper nutrition provide energy for the whole day and promote active brain function.

Good language learners take responsibility for their own learning. Besides regular language classes, they create opportunities to use the language. They know practice is very important. And they are willing to take risks and to appear foolish if necessary.

Good language learners are independent. They do not expect to learn English just by sitting in the classroom, and they do not rely on their teacher for all their language learning. They are organized and active. They look for creative ways both inside and outside the classroom to test out what they have learned.

The implementation of self-control and self-esteem of teens is necessary for the successful implementation of educational activities. In psychology, there are three types of self-control: final – by the result of work. For example, the pupil completed the work and compared its result with the sample (the answer in the textbook, the sample on the board, etc.); step-by-step, operational – in the course of work. For example, the teen does the work and, in its process, can (himself or the teacher's question) say what he is doing now, in what way he solves the problems.

This method of self-control is more mature, as it allows the pupil to adjust the work, overcome errors before completing the work; predicting, promising, planning, advancing – before the start of work. It consists in the fact that the pupil (himself or at the request of the teacher) can determine what stages his work will consist of, what will be the first, second, third stage, etc. This type of self-control is the most complex form of regulation of his educational work, it allows you to prevent errors, plan the academic work in general.

Good language learners have a good attitude toward the culture where the language is spoken. They know that learning a language means learning the culture as well. They learn the customs of nonverbal behavior and the important values of the culture. They learn how to behave in stores and restaurants, how to behave with strangers, and how to behave in society. They learn courtesy conventions; for example, they learn that “How are you?” is a greeting formula in English, not a real question. A good language learner knows that language and culture are two sides of the same coin.

Another feature of the form of manifestation of motives is their emotional coloring, modality. Psychologists talk about the negative and positive motivation of learning. Negative motivation refers to the pupil's motivation caused by the recognition of certain inconveniences and troubles that may arise if he does not

study (reminders, poor grades and reprimands at school, threats and punishments of parents, unpleasant experiences caused by reproaches from others). Positive motivation is associated with the fulfillment by a schoolboy of a socially significant obligation to study, with the achievement of success in academic work, with the mastery of new knowledge and ways of obtaining it, with the maintenance of good relations with others. In the section on emotions below, we will show the need for a certain ratio of many positive or some negative emotions during training.

Good language learners work through their feelings of frustration and their lack of confidence. They are able to cope with the challenges of language learning; they can live with having good language days and bad language days. They don't let themselves give up, instead reminding themselves how important it is to keep going – even when they don't feel like it.

The learning process must be active. Too often, students come to school to watch their teachers work. Good learners take initiative. Good students do not wait for assignments from the teacher, but they themselves show initiative. They gnaw at new knowledge with appetite, find useful videos, educational podcasts and online tests on their own. They do not shift responsibility for their knowledge to teachers, but are personally interested in the strength and relevance of the skills acquired.

Naturally, each student has a different style of learning English. For some, strenuous, intense activities are suitable, for others, a leisurely explanation with a focus on difficult moments.

For all the positive qualities of study pack of course, there are some drawbacks. First of all, it is the overload of some topics with lexical units and grammatical structures. Accordingly, there are some negative aspects to all the positive qualities of study pack of course. First of all, it is the overload of some topics with lexical units and grammatical structures. Accordingly, these topics require more lessons (hours) devoted to their practice. Some homework requires a lot of time, some lessons are oversaturated with lexical material, there are not

enough exercises to practice and consolidate some grammatical phenomena (for students' utterances on the language model, for example, additional support is needed).

PART 2

Main strategies to improve English skills of learners

Our work has led us to the conclusion that multimedia devices are needed and useful for learning English grammar. Learners were involved in process of learning grammar while I used multimedia devices such as Power Point Presentation, video, audio, diagram and charts.

In our study we developed the hypothesis: *“students and teachers can find positive side in multimedia devices in context of learning and teaching English grammar”*. Using multimedia devices in studying and teaching gives us clear understanding that the level of knowledge English grammar has risen a lot while I used multimedia devices.

In the formation of English-language communicative competence it is also necessary to take into account: 1) language (linguistic) competence, which provides a system of knowledge, skills and abilities to carry out English-language communication in typical situations of educational, labor and cultural spheres of communication; 2) socio-cultural competence, which includes background knowledge (a set of information about the socio-cultural characteristics of the people whose language is being studied, and the standards of communicative behavior adopted in this cultural community); 3) professional competence, which includes knowledge of professional terminology, as well as skills in working with the material.

In order for the linguistic and sociocultural knowledge acquired in the process of learning English to be accompanied by the formed skills of English communication, it is necessary to adhere to certain conditions: 1) use of a set of thematically organized authentic materials of linguistic and sociocultural nature; 2) study of English in connection with the block of cultural and humanitarian disciplines (principle of interdisciplinary integration); 3) interactive inclusion in English communication based on the use of methods and techniques of contextual

communication technology; 4) formation of students' motivation; 5) creating a favorable socio-psychological climate. Consider each condition in more detail.

The first condition for improving the level of English language skills is the use of a set of thematically organized authentic materials of linguistic and socio-cultural nature. Topics of this complex should cover all areas of communication (personal, public, educational). The use of authentic audiovisual teaching aids allows you to follow the general principles of didactics.

The following arguments testify in favor of the use of authentic texts: all facts, knowledge, provisions of audiovisual material are scientifically correct (principle of scientific); the success and effectiveness of learning with the help of authentic material is determined by the compliance of its content with the age characteristics of students; the implementation of the principle of accessibility is based on the rule: from known to unknown; when viewing or listening to the material, the life experience of students is used, the acquired knowledge is applied in practical activities (the principle of connection with life); learning based on a living perception of authentic material cultivates observation, forms a new linguistic and sociocultural experience; the use of audiovisual teaching aids intensifies educational and cognitive activities, causes a new positive state in students.

To assess the formation of English communicative competence of students, you can use the technique of authentic assessment. Authentic assessment is aimed at assessing: the creative abilities and creativity of students; ability to work in a team; skills of oral spontaneous speech (Bordova, 1997).

The main purpose of receiving authentic assessment is to encourage, promote proper self-assessment and regulate the quality of students' knowledge. The effectiveness of the formation of English communicative competence of students increases in compliance with certain requirements: systematic and consistent presentation of the material; compliance with the content of educational and cognitive tasks of the lesson; application of various methodical methods; demonstration of phenomena in dynamics.

Interactive inclusion of students in English communication on the basis of use of methods and receptions of context-communicative technology promotes increase of level of English-speaking skills. Context-communicative learning technology is focused on creating a language environment that actively involves students in English communication. In the context of this issue, dialogue is of particular importance, as it is proven that mastering a foreign language, the formation of values of future teachers is most effective in comparing different semantic positions, in terms of linguistic and social interaction, interpersonal communication.

The process of mastering vocabulary includes acquaintance with the function of the word, its meaning, formal features, training in learning words and the use of new lexical units in oral and written speech. Each of these stages of the process of learning the word corresponds to the stages of formation of lexical skills. Lexical skills are divided into receptive and productive.

The formation of productive skills involves the correct use of lexical units of the active minimum in speaking according to the communication situation and the purpose of communication, which involves mastering the following operations: calling a lexical unit from long-term memory, external speech reproduction of lexical units in speech; instant combination of this unit with other words that create a syntagm and phrase in accordance with the norms of language, communication situation and communicative task.

Receptive lexical skills are the skills of recognizing and understanding the lexical units of active and passive minima, correlating them with the pattern stored in long-term memory. It is possible to understand a lexical unit or to guess its meaning on the basis of a context.

Study pack of course is developed on the basis of the concept of communicative foreign language education. This concept fully meets the requirements of the new educational standard. The purpose of the cognitive aspect is to acquire knowledge about the culture of another people, including knowledge

about the language as part of a foreign culture. For this purpose, various means are used in the study pack of course:

- reflection of actual reality (illustrations, photos, slides, computer programs, questionnaires, tickets, labels, reproductions of paintings by artists of the countries of the studied language);
- excerpts from textual works (fiction, reference and scientific-encyclopedic literature, media materials, guides, maps, etc.);
- authentic dialog texts for statements; explanation and demonstration of the language system; language samples; rules-instructions; structural and functional generalizations;
- background knowledge contained in toponymy, proverbs, winged expressions, non-equivalent vocabulary; information about non-verbal means of communication and much more.

The choice of study pack of course by teacher to teach a foreign language also involves not only knowledge of all its components, but also an understanding of their didactic value. The effect of using each component is possible only if the teacher knows - what, where and when it is advisable to use in the educational process.

The very idea of study pack of course is to maximize both the intellectual and emotional spheres of students' personalities, to use all channels of information. The exclusion of at least one component included by the authors in the study pack of course will have a negative impact on learning outcomes, as it will disrupt the underlying system. In this regard, it is desirable to follow the recommendations of the book for teachers. The cycles contain excessive material, which provides students with a choice of material depending on interests, abilities and level of education. The chosen approach makes it possible to consistently implement the principle of individualization of learning, allowing more able students to learn material that goes beyond the basic course.

Currently, the choice of a quality educational and methodological complex in a foreign language is a great difficulty. The modern market offers a huge amount

of educational literature on foreign languages, containing interesting texts in terms of topics, a system of exercises to practice certain skills, a variety of country material, but among this many it is difficult to find one set that would meet all modern requirements. to the educational and methodical complex on a foreign language.

Acquaintance with receptive vocabulary is carried out, as a rule, in the process of reading based on the graphic image of the word. In the process of reading, a single word is singled out and, based on its form in the text, its vocabulary form is established, which is correlated with the vocabulary meaning by determining the contextual meaning. All training exercises are adequate to the reading process. To correlate the graphic image of a word with its sound image, the tokens are pronounced aloud.

Determining the meaning of a word in different combinations is done by correlating this form of the word with its vocabulary form. When choosing words from the text that relate to a particular subtopic, situation, choosing single-root words, the meaning of paradigmatic and syntagmatic connections of the word is strengthened. On the basis of word-forming elements it is possible to determine the meaning of a word. When mastering different ways of word formation, a potential vocabulary of students is formed, which is of great importance for receptive types of speech activity.

Analyzing the results of the initial and final sections, we can conclude that the use of various modern information and communication technologies has led to a decrease in the number of pupils with low levels of grammar skills.

Thus, the survey and multimedia technologies in the foreign language lessons and its analysis allow us to state the fact that most students evaluate the role of multimedia culture in the study of grammar in the lessons on the positive side.

It is observed that the lessons using multimedia technology are much more interesting and exciting and with its help grammar material is better learned. It was also revealed that the most progressive students are focused on continuous

improvement and self-education in the field of multimedia. These studies have been confirmed and it can be concluded that the systematic use of multimedia technology in English lessons contributes to better grammar learning.

PART 3

EMPIRICAL STUDY ON THE GOOD ENGLISH LANGUAGE LEARNERS

3.1. Methodology of the research

3.1.1 Research participants

The action research is divided into three sections. In the first one, we tried to explain the reasons for choosing this problem. We revealed the topicality of the researched topic. Here, in this section we also described the general context (learners, their age and level of English). The research questions and the hypothesis of the action research were put forward in this stage. That was important for us to describe and justify the data collection methods and tools. This section also includes the analysis of the related literature.

The research conducted in 7th and 8th grades. There are 18 pupils in the class.

We tried to note down all the peculiarities of the language learning process in order to design the questionnaires for the students and teachers and applied them. And in the next part we did intervention based on the data gathered from the participants.

In the second section we explained the methodology of our research. Then, we applied the tools in order to obtain the data necessary for the investigation. Here we also gave a complete analysis of the results based on the data taken from the students and teachers. In this section we advanced the recommendations for the teachers and concluded the whole research.

3.1.2 Research instrument

The intermediate level is the final stage in establishing a base for active possession of educational foreign language material. At this stage, the development of all types of speech activity continues, among which oral language dominates.

Pupil speech becomes more meaningful, more complex in structure of language and speech material.

Reading as a type of speech activity is becoming increasingly communicative, the number and volume of texts that pupils need to be able to chant in silence is increasing. At this stage of the masses there is a purposeful formation of the skills of acquaintance (in order to obtain basic information) and learning (in order to obtain complete information) reading. Along with fiction, popular scientific and socio-political texts are used for reading. Learning a letter involves being able to plan, summarize and read written messages within program requirements (Lynch, 1996).

Pupils acquire almost all the grammatical material needed for oral language. Work is underway to develop receptive skills. At the same stage, the formation of a potential vocabulary of pupils begins, which continues at the senior level. Knowledge of the age characteristics of secondary level gives the teacher the opportunity to determine exactly the techniques, forms and means of learning that will lead to the successful completion of the above tasks (Markova, 1993).

The defining feature of teens is the education of independence, self-affirmation. They have a negative attitude to rigid requirements, coercion, and achieve the status of equality with adults. Increasingly, selective cognitive interest and curiosity are forming in them. The teenager is not interested in elementary tasks, constant control by the teacher, that is, which limits his independence and initiative. Pupils of this age are developing a critical approach to content, techniques, forms of learning, expanding interests, the need for communication with peers is noticeably increasing, new learning motives associated with the formation of life prospects and ideals. However, at the same time there is another extreme – the lack of broad cognitive interests, interest in expanding their knowledge. Although learning motives (getting high grades, taking a better position in the classroom) can be quite strong, they often lead to formal learning activities (Crawford, 2002).

Therefore, older adolescents are an age of sharp contradictions in the emerging personality structure, and it requires a special pedagogical and methodical mastery of the teacher. On average, the teacher has to make considerable efforts to maintain the pupils' motivation and interest in the subject, to preserve the knowledge, skills and abilities acquired at the initial stage.

A significant feature of pupils of this age category is the development of more complex mental processes. Comprehension in connection with the assimilation of abstract material, theories, legalities in the study of other disciplines. Psychologists point to a sufficient level of development in the teens of this age such qualities of thinking as greater criticality, independence, purposefulness, growth of consciousness, control over their own activities (Redko 2011).

The communicative development of teens of this period is characterized by the formation and improvement of the mechanism of selection of linguistic means, ways of formation and formulation of thought. An individual style of speech develops. As a whole, there are qualitative changes in the communicative activity of pupils, which positively influences the formation of foreign language skills and abilities.

As Scharle and Szabo (2000) note, the first step in the process of developing learner responsibility is raising awareness. Therefore, for the first half of each class, time was allotted for discussions concerning meta-learning. We discussed (a) how first and second languages are acquired, (b) the differences of accuracy and fluency practice, and (c) what students felt they could and could not do. Then, we contemplated goals, needs, wants, learning preferences and psychological barriers – such as fear of making mistakes, perfectionism, and self-handicapping (Murphey, 1998) – and various learning theories, such as the SDT and Dweck and Molden's (2007) self-theory in which we discussed the fixedness and malleability of our personal qualities (Lynch, 1996).

The average degree of study is characterized by the use of teaching methods that activate the pupils' mental-speech activity, their activity in completing tasks.

Pupils are most attracted to the tasks that require independence, the ability to combine material depending on the needs of the speech situation. Exercises for imitation and mechanical memorization recede into the background. The middle stage is decisive in establishing the communicative basis for their possession. Much attention is paid here to the development of unprepared speech. On average, the proportion of home-independent work increases significantly (Dobryanska, 2010).

The educational-speech situation is a means of organizing the speech activity of students; one of the methods of work is to recreate a typical communication situation in order to include trainees in this activity. Teaching and speech situations can be used when introducing material, training and securing it. The result of the training should be the student's ability to act as his own self, that is, to be a schoolboy, son, friend. In the learning process, the student is not required to act as a conductor, teacher (Pometyn, 2004).

The potential for real communication is enormous and is not limited to the study of classroom items. Pupils should be able to solve real communicative problems that arise in the lesson in the process of real communication pupil-teacher, teacher-pupil, pupil-pupil, pupil-pupil. Moreover, it is necessary to solve these problems as is customary in the English-language cultural environment (Dzyubko, 2004).

In fact, real communication in the classroom needs to be constantly stimulated. It is not enough just to present vocabulary and lexico-grammatical structures and work them out. It is the constant regulation that "forces" the pupil to communicate in English using class units. Three principles are called upon to provide such regulation: the creation of a language environment, constant monitoring and a situation of success.

The use of communication techniques in foreign language lessons requires open atmosphere of cooperation and active participation of teenagers in their process training in the classroom. The positive side is communicatively oriented learning is that (Pometyn, 2004).:

- Cognitive processes are stimulated in schoolchildren. Teens are expected using their mental faculties to accomplish problematic tasks, contained in study assignments and textbooks (puzzles, quizzes);

- teenagers are actively involved in the learning process. In order to learn the language successfully, pupils should be actively involved in the learning process. They need to be encouraged, asked to experiment with language (Babayans, 2004);

- teenagers are encouraged to express their thoughts and feelings and to use the experience gained in practical activities in the lessons. For pupils should be able to speak in English be interested in this and create the right conditions for effective communication between themselves and the teacher;

- teenagers participate in learning activities or creates real situations;

- teenagers are encouraged to work together. All communicative oriented learning complexes encourage pupils to work in pairs or micro groups to maximize the number of mutual oral and written communication in English;

- teenagers are encouraged to take responsibility for their own teaching. Pupils should be able to evaluate how well they have learned the content of a particular section. Self-test tests provide meaningful information about what the teens have learned well and what they have not;

- at certain stages of the lesson, the teacher performs different functions - informant, resource consultant, observer

- (monitor), facilitator (facilitator).

The task of the teacher is to activate the cognitive activity of pupils, involving modern pedagogical technologies – information, namely computer innovations, Internet resources. The main thing is not to lose the initial motivation, but on the contrary, to strengthen it in every possible way. There are two ways to achieve this (Redko 2011).

The first way is to see successes and not notice failures. Failure leads to frustration – frustration leads to lack of motivation – lack of motivation leads to a direct refusal to make another attempt. Conversely, success leads to victory –

victory leads to motivation – motivation leads to the desire to win – and to new successes (Babayans, 2004).

The second way is to “teach, play” or “play, teach”. Because play is a way of life and activity of the child. Playing is always fun, fun. During the game, the child unconsciously, effortlessly absorbs, and consolidates a great deal of information (Konysheva, 2011).

The topic which the class was covering during my practice lessons was “Journey”. During my lessons, I wanted for my students to realize that traveling is a unique opportunity to see the world, enjoy its beauty and uniqueness, and fulfill mind and body with the new energy to accomplish all things desired. This topic is also extremely helpful in affirmation and development of the grammar with the help of multimedia. In particular, the topic encourages international communication and free expression of one’s thoughts using the grammatical patterns which is the most prevalent on our planet internationally.

My decision was to study students to use correct grammatical models in the speech. To achieve my purpose, I came up with an idea to offer a project which will give enough autonomy to every student and will make their learning flourish with excitement and interest. Although task-based learning is rather unusual than the everyday method of teaching English in the whole scope of teaching practices, I was assured that time should be devoted on a regular basis to this type of teaching. It allows pupils to immerse into a specific topic and cover all the necessary grammatical rules for the completion of the task given by the instructor.

At the beginning of the first lesson I asked pupils what continents they know. I brought the map of the world with me and I received many answers. Children felt engaged because I gave them the opportunity to express themselves using given grammatical patterns. This communication allowed them to realize their wish to travel to other countries and use correct grammatical forms.

The topic of the lesson implied acquaintance of children with the foreign explorers of the world. I prepared a small presentation about the most famous travelers who opened new territories of the world in the past (using past tense

forms). Among them, there was Vasco da Gama (1469 - 1524), who is a Portuguese explorer and seaman who managed to sail to India around Africa, Marco Polo (1254-1324), a famous merchant and traveler from Venice, National Hero of Italy, Christopher Columbus (1451 - 1506), a Genoese navigator in the service of the Spanish Crown, the discoverer of America, also the National Hero of Spain.

After looking at some of the famous explorers whose great input in the discovery of the world is undoubtable, I asked pupils whose input is the greatest. Although all of them said that every explorer's discovery is valuable, all of them knew the name of Christopher Columbus and considered him the greatest explorer of all. To them, the popularity of his exploration was crucial in the decision to choose him as the best explorer of the world.

By the end of my first lesson, I gave the assignment to the class. It took about 10 minutes of my lesson. I wanted the class to think about the modern Ukrainian travelers and explorers of the overseas. All of them knew the popular TV hosts from an extremely popular TV travel series "Oryol i Reshka" (translated literally as "Heads and Tails"). Some children also watched or have seen another Ukrainian travel program "World Inside Out", where a well-known Ukrainian wanderer Dmytro Komarov presents a different side of the visited countries, more mysterious, traditional, sometimes strange and intimidating. Unfortunately, pupils either did not know anything about other Ukrainian travelers and explorers or knew very little about them.

We used different types of exercises to form grammatical skills.

Usage - mastering the norms of use. Use of language in artificial situations (in training exercises) in order to repeat structures and models. In this case, students demonstrate their knowledge of the language.

Use - use of the language in real conditions, for the purpose of genuine speech communication / interaction.

Drill - training. The use of training exercises for the assimilation and consolidation of linguistic material by repeating, changing or transforming selected and practiced models.

Meaningful drill - training exercises that have semantic significance for the trainees. Such exercises involve frequent repetition of the developed models, structures, but not unconscious, but taking into account the semantic significance, with a sufficiently high degree of motivation of the trainees. An important feature of such a workout is the ability to choose, although limited to certain limits.

Controlled exercises - training exercises with a rigid installation, given by the execution mechanism. Exercises of this type usually assume one correct answer and are aimed at developing grammatical skills, bringing them to automaticity.

Guided exercises - training exercises of a conditionally communicative nature. Exercises where, in addition to installation, tips and explanations are given on how to perform this exercise. In these tips, emphasis can be placed both on grammatical rules and on compositional skills in formulating a statement, etc.

Stages of working with grammar material:

1st stage - introduction of new material

2nd stage - training and automation of new material

3rd stage - the use of grammar material in various types of speech activity.

In teaching grammar, we followed two approaches: implicit (practical (lexical)) and explicit (theoretical and practical (grammar)).

The implicit approach was carried out by two methods: structural and communicative. The structural method is based on exercises to refine structural models. This method assumes approximately the following sequence of actions:

1) listening to speech samples with a grammatical structure in one sequence or another;

2) choral and individual pronunciation of samples for the teacher or speaker;

3) question-answer exercises with the teacher and in pairs using the practiced structures;

4) educational dialogue with several grammar structures;

In the communicative method, we used the following techniques.

1) A preliminary listening of the material to be assimilated in a specific speech situation. So, we reproduced the text where grammatical units are united by the storyline (first acquaintance, resettlement, etc.);

2) imitation of speech in the presence of a speech task, which eliminates a purely mechanical, thoughtless repetition. Here students can ask to pronounce phrases in chorus and individually with a certain feeling, addressing different people in different situations. Often this is accompanied by facial expressions, gestures, movements, rhymes, pronounces to music, etc.;

3) a grouping of phrases similar in meaning (form), the simultaneous development of similar grammar phrases, creating a structural image of a speech situation;

4) a variety of circumstances of automation the same grammar structures will be found in a variety of situations;

5) actions by analogy in similar situations of communication using grammar patterns (at customs, in a hotel, etc.) (Konysheva, 2011).

The explicit approach was carried out by two methods: inductive and deductive.

The deductive method is from general to particular.

1) the rule was formulated using specific grammatical terms;

2) students found the given grammatical phenomenon or structure in sentences or in the text, called its form, explained in what meaning it is used in this context;

3) wildcard exercises were performed by analogy with the sample;

4) then there was a transition to transformation exercises in accordance with the rule (open the brackets, put the verb in the desired form, rephrase the sentence using the specified word, find the errors and correct them);

5) students also translated exercises from Ukrainian into English.

The inductive method - from the particular - to the general. Students themselves formulated the rule, trying through context to comprehend a new grammatical phenomenon, determine its form and find out the patterns of its use

1) a text or a set of sentences was given, where a new grammatical phenomenon is often encountered, including in contrast with well-known grammatical phenomena, forms, structures. In this case, we used various hints in the text, for example, underlining or highlighting in various colors the features of the form, the selection of such sentences, where the context for using this structure is so unambiguous, understandable and transparent that students can easily draw a rule;

2) the wording of the rule of education by students, the use of grammatical structure, corrected by the teacher;

3) performing substitution exercises;

4) performing transformation exercises;

5) translation exercises.

The simulation was carried out by ear or on the basis of multimedia support. We compiled multimedia lookup tables on a specific topic: this enhances speech capabilities.

3.1.3 Procedure of the research

Recently, the method of unconscious foreign language learning has become more and more widespread, a method of the so-called “25th frame”, by which information is often, but unobtrusively, almost invisible to the mind. The game creates similar conditions when foreign words, letters, reading rules, turns are learned involuntarily due to frequent repetition at the time when the child is captured by the process of play.

The most effective methods of generating learning motivation are: integrated lessons, game technology, the formation of cognitive motivation through communication with life, showing the consequences of actions, the formation of feelings of debt, responsibility, vocational training, computer training, the use of educational programs: textbooks, visual-oriented environments, involvement of pupils in the management of the educational process (research projects), evaluation activities as a way of forming social motivation, and others.

Depending on the purpose of the lesson and the forms of organization of educational activity of pupils I use various types of interactive technologies (Redko 2011).:

1) interactive cooperative learning technologies:

- “Roundabout”;
- “Ideas Circle”;
- “Aquarium” and more.

2) interactive technologies of group-group learning:

- “Microphone”;
- “Brain storm”;
- Mosaic and more.

3) interactive situational modeling technologies:

- “Simulation Games”;
- “Role playing games” and more;

4) discussions, debates.

Pupils also play role-playing games in love: “sellers” will sell “to the client” whatever they want; “Chef” will familiarize with recipes of traditional Ukrainian dishes, “police officers” look for “lost child” by the appearance; at the family council” the “parents” will advise you on the best profession to choose in the future; “environmental experts” “will answer the questions about environmental pollution, and when exploring the topic “Outstanding scientists, cultures, literature”, the heroes themselves will welcome you, will tell about their

biography and creativity, the future presidents of Ukraine will defend their election programs (Pometyn, 2004).

For discussions, “round tables”, we may try to choose topics that can really interest pupils: “Is it easy to be young?”, “Can I buy happiness for money?”, “Is it worth it famous?”, “What is a perfect friendship?”, “Where is the best place to live: in the city or in the countryside?”, “Advantages and disadvantages of TV (Internet)”, “Why do you need education?” etc..

In the middle classes, teens are tasked with developing the “21st Century Super Toy” project, drawing a plan for the perfect room, describing a work day Work, making a plan for a pupil's perfect work day, drawing and describing their dream street, participating in the “Parade favorite book characters” (Pometyn, 2004)..

The technology of multimedia teaching technology gives a high result. At the moment, mastering information and communication technologies as a prerequisite for the transition to a system of continuing education is also becoming important. The use of information technology at all stages of pedagogical development can not only shorten the time for the development of material, increase the depth and strength of knowledge, the level of development of learners, relieve stress, individualize and differentiate the learning process, stimulate cognitive activity and independence, the development of creative abilities of man research activity, forms cognitive and developmental motives (Dzyubko, 2004).

Thus, motivating teens to learn English, as well as any other subject, is difficult, but it is much easier and more interesting to deal with a motivated pupil.

3.2. Findings of the research

During my practice at school, my aim was to ameliorate students' motivation to learn English and, first and foremost, use it in everyday life. The

classes which I held took place at the 8th grade. The students were 13-14 years old. The teacher who was in class was very helpful to get along with students who were all new acquaintances to me. But he did not help me at all with the teaching, so I was able to get the full grasp of new knowledge and practice during my classes at school. I used secondary research discussed in the theoretical part of this paper to achieve my goal and motivate teenagers to aspire to be more hard-working and devote more time and effort to learning English.

During practice I used communicative teaching method all over my experience, sometimes immersion and a natural approach. But my main focus was on task-based learning, because the topic which the class has been studying while I was practicing at school was perfectly suitable to practice this method. It gave the teenagers whom I met the chance to practice English in a unique manner.

At the very beginning of learning English, students are almost always highly motivated. They want to speak English with their peers, they value the opportunity to recite poems in the language of authors, read books and articles from the Internet without translation, sing English-language songs (which is popular among young people), read previously unknown information about other countries and play computer games understanding the text in the gameplay. Many students find something new in their life after starting to learn the English language, penetrating into a new and unfamiliar world. In a word, almost everyone has a desire to be fluent in English. But when the process of studying and mastering English begins, students' attitudes normally change dramatically, and there are many disappointments which they encounter.

The topic which the class was covering during my practice lessons was "Journey". During my lessons, I wanted for my students to realize that traveling is a unique opportunity to see the world, enjoy its beauty and uniqueness, and fulfill mind and body with the new energy to accomplish all things desired. This topic is also extremely helpful in affirmation and development of the dominant motives to study English. In particular, the topic encourages international communication and

free expression of one's thoughts using the language which is the most prevalent on our planet internationally.

My decision was to motivate pupils by means of intrinsic motivation that brings positive emotions and pleasure as well as increases self-esteem. To achieve my goal, I came up with an idea to offer a project which will give enough autonomy to every student and will make their learning flourish with excitement and interest. Although task-based learning is rather unusual than the everyday method of teaching English in the whole scope of teaching practices, I was assured that time should be devoted on a regular basis to this type of teaching. It allows pupils to immerse into a specific topic and cover all the necessary vocabulary for the completion of the task given by the instructor.

At the beginning of the first lesson I asked pupils what continents they know. I brought the map of the world with me and I received many answers. Children felt engaged because I gave them the opportunity to express themselves which is the key to the intrinsic motivation. For them, it is an opportunity to stand out among their classmates and present their social skills and skills in public skills. I realized that before teaching something new to pupils, it is vital to provide them with freedom to speak on the topic of the lesson first. This is why I asked on which continents they have been themselves, and they were eager to share their own experiences. Some children have been abroad, but not many. This communication allowed them to realize their wish to travel to other countries.

Afterwards, I asked my pupils what countries they want to travel to most. Most of them named the most popular destinations that are often advertised everywhere in media and in literature. Many of teenagers told that they want to travel to cities like London, Paris, Milan, Moscow, Cairo, New York City, Los Angeles and San Francisco. In my group of pupils, the United States of America was the country with the largest group of aspired and enthusiastic teens who wanted to visit it someday.

The topic of the lesson implied acquaintance of children with the foreign explorers of the world. I prepared a small presentation about the most famous

travelers who opened new territories of the world in the past. Among them, there was Vasco da Gama (1469 - 1524), who is a Portuguese explorer and seaman who managed to sail to India around Africa, Marco Polo (1254-1324), a famous merchant and traveler from Venice, National Hero of Italy, Christopher Columbus (1451 - 1506), a Genoese navigator in the service of the Spanish Crown, the discoverer of America, also the National Hero of Spain.

After looking at some of the famous explorers whose great input in the discovery of the world is undoubtable, I asked pupils whose input is the greatest. Although all of them said that every explorer's discovery is valuable, all of them knew the name of Christopher Columbus and considered him the greatest explorer of all. To them, the popularity of his exploration was crucial in the decision to choose him as the best explorer of the world. In their opinion, his historical trace is more valuable than the other ones.

3.3 Discussion and interpretation of the research results

The group of children I worked with was very interested in the lesson primarily because I held it in a form of discussion. I could clearly see high levels of motivation from them even in studying the words which I offered as a part of vocabulary teaching. Together we went through the most widely-used words in the topic of traveling and journey.

In a small 20-word dictionary, we looked at the most used names of vehicles, names of ethnicity, as well as words meaning traditions and customs. I asked children to spell the words in English one by one. Pupils had to write the translation with the initial English word into their vocabularies. Then, I erased the translation from the board and asked my pupils to translate them from memory one by one. To my surprise, even more complicated words were translated mostly correctly by them, or they used a similar word or simply described what it is.

By the end of my first lesson, I gave the assignment to the class. It took about 10 minutes of my lesson. I wanted the class to think about the modern Ukrainian travelers and explorers of the overseas. All of them knew the popular TV hosts from an extremely popular TV travel series “Oryol i Reshka” (translated literally as “Heads and Tails”). Some children also watched or have seen another Ukrainian travel program “Svit navyvorit” (translated literally as “World Inside Out”), where a well-known Ukrainian wanderer Dmytro Komarov presents a different side of the visited countries, more mysterious, traditional, sometimes strange and intimidating. Unfortunately, pupils either did not know anything about other Ukrainian travelers and explorers or knew very little about them.

I gave the assignment for the next lesson, which consisted of the project which every student had to accomplish personally, in pairs or groups. The advantage was for the children who decided to work individually, because those who wanted to work in pairs had to prepare twice as much as those working individually. Similarly, the groups had to prepare the volume of information according to the number of persons in it.

The description of the project took approximately 10 minutes of the lesson. The instructions were easy: pupils simply had to create a poster or a collage and prepare a speech of several minutes’ length. They were allowed to draw, stick notes and printed images, and use any other approaches which they find interesting.

The final project was to be presented to the whole class. Its visual look could be different, from A1 paper to simply several 14 sheets joined together. The whole idea behind this assignment is in the exploration of the individual inner boundaries of knowledge of the English language and their expansion. For this reason, there is no reason for pupils to worry about the visual performance. Rather, they had to develop their theme, exploring one or several personalities who played a great role in the history of Ukraine as a homeland of the explorers.

At the second lesson held by me during my practice at school with the pupils of the 8th grade it was time for them to present their projects. From the very

beginning of this lesson I felt confidence that the teaching methods which were proposed by me at the practice were chosen right. The pupils whom I taught were enthusiastic and definitely in a good mood. I understood this by the smiles and the level of the prepared projects for the lesson.

As it was expected, notwithstanding it was easier to prepare smaller amount of information and visual accompaniment, almost all teenagers in my class decided to work in pairs or groups. I can make an assertion that they could have been too busy with some other school or extracurricular activities or were not able to find a partner, for example, because they started too late.

I would like to emphasize the importance of developing motivation for collective achievement in foreign language learning. It is the one thing which enables them to acquire the skills of cooperation through training, which may become necessary for them in later adult life. The desire of children for collective achievement is important for the harmonious education of the individual. The development of a person with a motivation solely for work or for himself or herself cannot make him happy and successful in life. Every human spends most of his or her time interacting with people and sharing the life and work with others.

After all, collective studying involves the process of accumulation, which is in particular effective while overcoming various difficulties, for example, when the pupil does not achieve the goal of which he had dreamed fast or easily. As a result, the motivation for further study decreases, the activity disappears, and the will that was single-mindedly aimed at mastering English becomes weaker. Such situations decrease success in general, and in turn negatively affect the motivation, and not only in language learning but in life. Subsequently, as the children grow up, they regret the loss, and there is dissatisfaction not only with themselves, but mainly with all the learning. Therefore, starting from elementary school, the teacher must find a motive for each student, laying the foundation, and in the case of English - from the first year of study or even from a preparatory group where English is taught.

Moreover, it is crucial in studying foreign languages to get help and support from each other and to give it, too. In cases when something is not easy to understand, there are some questions that arise while doing homework, there has to be a classmate or a friend who understands the same theme and is ready to help. Also, in cooperation motivation is always higher, primarily because the experience of learning becomes more pleasurable and easy.

The projects presented by my group of pupils were about all of the famous travelers and explorers of the world from Ukraine. I heard many good English words which were more complicated than the level which the pupils were studying on at the moment, as their regular teacher told me. The teacher who was almost all the time in class during both lessons which I taught during practice was surprised, and he expressed this surprise to me. As he told me, he follows the tight curriculum, but always tries to invent something interesting during the teaching process. He told me that creative lessons like the second one I held are rare, because the class does not have many hours of English a week.

The class had fun but at the same time children prepared so well that they spoke in English very confidently. Almost all of them read the words which we studied in class the day before correctly. The reports which they had to either read aloud or tell by heart were informative and readable.

Pupils who were listening to the oral presentation of the project were offered to make their contributions to assessing the oral responses of classmates and visual presentations. They commented for 1-2 minutes on the previous speaker or speakers and their projects. These comments had to be made fully in English, so teenagers did their best to present their best possible improvised speech

The lesson where pupils demonstrated their finished projects was a success, and it goes without saying that unusual lessons and heuristic assignments motivate children to learn English more enthusiastically and with more enjoyment. The unexpectedness of the task evoked genuine interest. This interest fully reflected on the results of the lessons, which were highly positive.

Therefore, it should be noted that the personality of the teacher has great potential in influencing the learning process more than anything. Teacher and his or her methods are the key motivators for the pupils. The student should clearly see in the lesson the teacher's love for the language he or she is teaching. The teacher must feel respect for the people - native speakers of the language, history and customs of the country of the taught language.

Students remember the teachers who were able to use the curiosity and ardor of children and make the best out of it, because it can be satisfied in children only by means of the joyful and communicative atmosphere of interaction between pupils and the teacher. The motivation, which comes from the instructors who are able to teach pupils to overcome the difficulties that arise in different situations of life such as obstacles in achieving fluency in English, is able to teach to navigate in modern life.

Each teacher needs to develop their perseverance, willpower, commitment, encourage the accomplishment of tasks of increased difficulty, learn to clearly define the goals, objectives, and evaluation criteria to support and form motivation. The most significant methods of social motivation can be attributed to the establishment of relations of cooperation between the teacher and the learner, involvement of the student in the organization of the learning process, assessment activities. The main techniques that involve the learner and fall under the category of those enabling organization of some part of the learning process in the subject-level learning interaction are all the problematic, open-question and heuristic situations that are created in the lessons.

I came up with the appropriate solution for my second lesson of practice. However, it is not easy for the teacher to organize problematic situations or give heuristic assignments often or even at every lesson. This is why particular role-playing situations with elements of performance or without them can be offered to language learners during studying every topic of checking homework.

From my experience during practice, learners who feel motivated prefer medium or slightly above average difficulty of assignments. They are convinced in

the successful outcome of their plans probably because they do not feel pressure and are ready to work on their task in order to achieve the desired results. Those teenagers who were the most motivated among those who I worked with can be characterized by the extensive search of information which is both relevant to the assignment and irrelevant to it. These individuals do not think about their successes or losses while studying English, feel highly determined in uncertain situations and ready to improvise as well as possess a tendency to take reasonable risks and a willingness to take responsibility. Motivation provides higher perseverance on the way while pursuing every new goal in learning a language, an adequate average or higher-than-average level of aspirations, which increases after success and decreases after failure.

As to those pupils who did not feel themselves motivated enough for undefined reasons felt like tasks do not give them a sense of satisfaction and true success and, while performing an already finished assignment, they did not feel at all at ease. The assignment felt difficult to them from the beginning to the end, and they also felt chances of failure. These are the main reasons why teenagers from my class were afraid to improvise when they could not pronounce the words or when they did not read from notes.

In reality, as learning goes, the obstacles can be the best motivators for the students. Difficulties prevent mistakes in the future because it is a suitable opportunity for language learners to figure out the “gaps” in knowledge and, consequently, to practice these topics. Communication in the lesson is due to educational need, but this is only its external side. The main thing is its internal content, that is, in those relationships that develop in the process of communication. With the children who do not feel the same levels of motivation as the most, it is important to combine the reasonable demands of the teacher with pedagogical vigilance, the ability not to miss the moment when the child especially needs support.

All-in-all, the practice taught me a lot from the real-life teaching as well as elucidated some of the peculiarities of student behavior which teachers encounter

in the classroom on the regular basis. It was impossible to ignore the importance and value of motivation in the modern-day foreign language classroom. Such a pedagogical communication is optimal, when the communication between the teacher and the teaching staff with students in the process of interaction creates the best conditions for the development of student motivation and the creative nature of learning activities. These factors are necessary for the correct formation of the student's personality as they provide a favorable emotional learning environment and ensure management of socio-psychological processes with other persons in the children's environment.

Intrinsic motivation determines the attitude of students to the subject and provides advancement in mastering a foreign language. If pupils feel encouraged to engage in language-related activity, when they like to speak, read, and listen to the speech in foreign language, then we can say that they have a profound interest in learning a foreign language, and the conditions for achieving potential success are provided.

Exercises in the modification of grammatical phenomena are responsible for the formation of the skill flexibility, the assimilation of the whole variety of forms inherent in this phenomenon takes place. The purpose of these exercises was to dismember and transform grammatical material.

The first lesson was quite interesting. Students answered questions from the book and discussed how the students themselves behave in a difficult situation using I should / will.

The second lesson was devoted to what kind of advice the students gave to a close or stranger, if he or she was in a difficult situation, compiled a list of rules on behavior using I should / will.

In the third lesson, control work was carried out to consolidate this topic "I don't belong" ("Racial discrimination"). Children were given assignments with one option. Upon completion, test papers were collected and verified. According to the results of the control work, students showed the following results: 7 students

received a rating of 5 (excellent), 9 students received a rating of 4, and 3 students received a rating of 3.

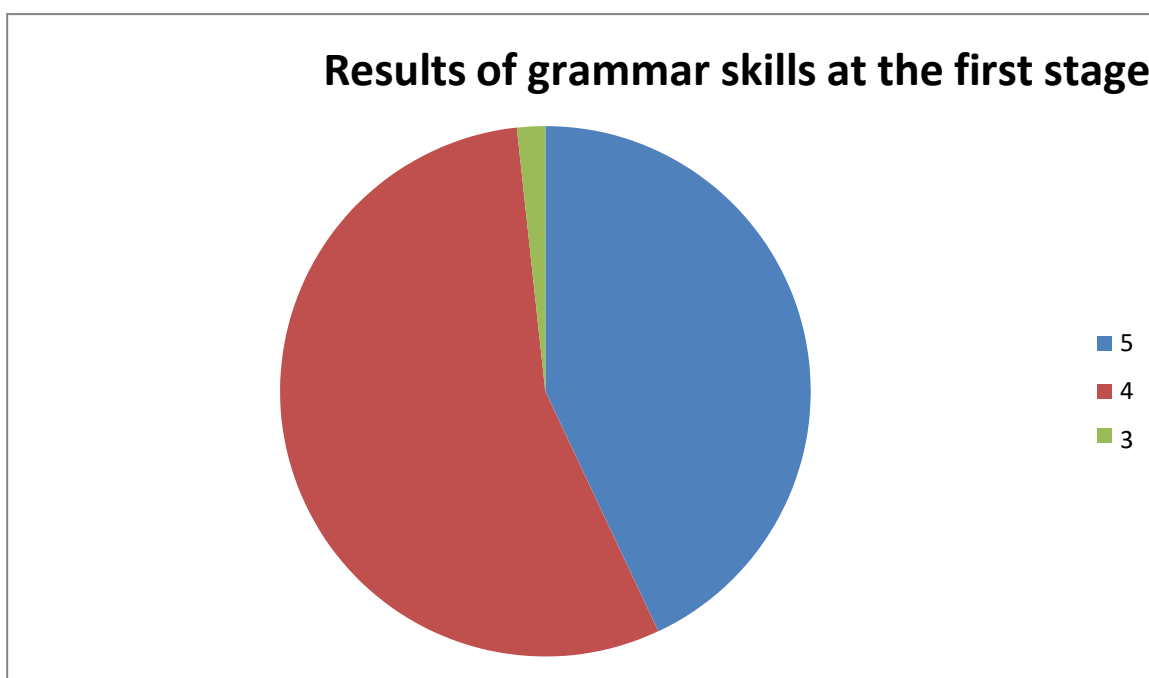


Figure 1. Results of grammar skills at the first stage

To confirm the effectiveness of using multimedia technology in the educational process in the classroom, a series of lessons was conducted using multimedia technology on the topic “Investigation in progress”, in which the main task was: to explain the grammar “Modal verbs: the expression of probability in the past tense”.

The first lesson is the formation of new knowledge. The type of lesson is combined. Type of lesson - discussion. This multimedia lesson is aimed at using multimedia as a means of enhancing the cognitive activity of students. The purpose of the lesson is defined as follows:

1. The educational goal is aimed at acquaintance with the famous contemporary detectives of England and detectives of the past time, a discussion of English films, such a genre as a detective.

2. To teach to extract the necessary information from the presentation and text.

3. To teach to correctly build statements on the proposed topic using correct grammar.

The educational and methodological complex of the lesson consisted of a textbook, music (melodies from films), a video clip and computer multimedia presentation. The first multimedia lesson was quite successful, the goals set before the lesson were fulfilled.

The lesson used a thematic multimedia presentation, so that students express their opinions correctly on the proposed material using certain grammatical constructions.

In the second lesson, students became acquainted with modal verbs: an expression of probability in the past tense. This multimedia lesson pursued the main task: the use of multimedia as a means of studying grammatical constructions.

The purpose of the lesson is defined as follows:

1. To acquaint students with modal verbs: expressions of probability in the past tense.
2. To teach to extract the necessary information from the presentation and the text.
3. To teach to correctly build statements on the proposed topic using grammatical constructions.

Throughout the lesson, students carefully listened to the teacher, mastering and consolidating new grammatical material, using various exercises (text and sound) presented in the presentation.

To determine the degree of formation of grammatical skills, a control work was carried out. The control work included four tasks (Dobryanska, 2010):

1. Substitution: making proposals from finished parts.
2. Rewrite the following sentences using Passive Voice:
3. Reproduction: compiling a dialogue containing the studied grammatical structures on a given topic.
4. Products: Interviewing, Survey.

The difference between the tasks of the second group from the first consisted in a greater volume of the proposed exercises, the complexity of the vocabulary used.

The second multimedia lesson was also successful, the goals set before the lesson were fulfilled. The proof that students learned the topic successfully was the test in the third lesson. Children were given assignments with one option. Upon completion, test papers were collected and verified. According to the results of the control work, students showed the following results: 10 students received a rating of 5 (excellent), 8 students received a rating of 4 (good).

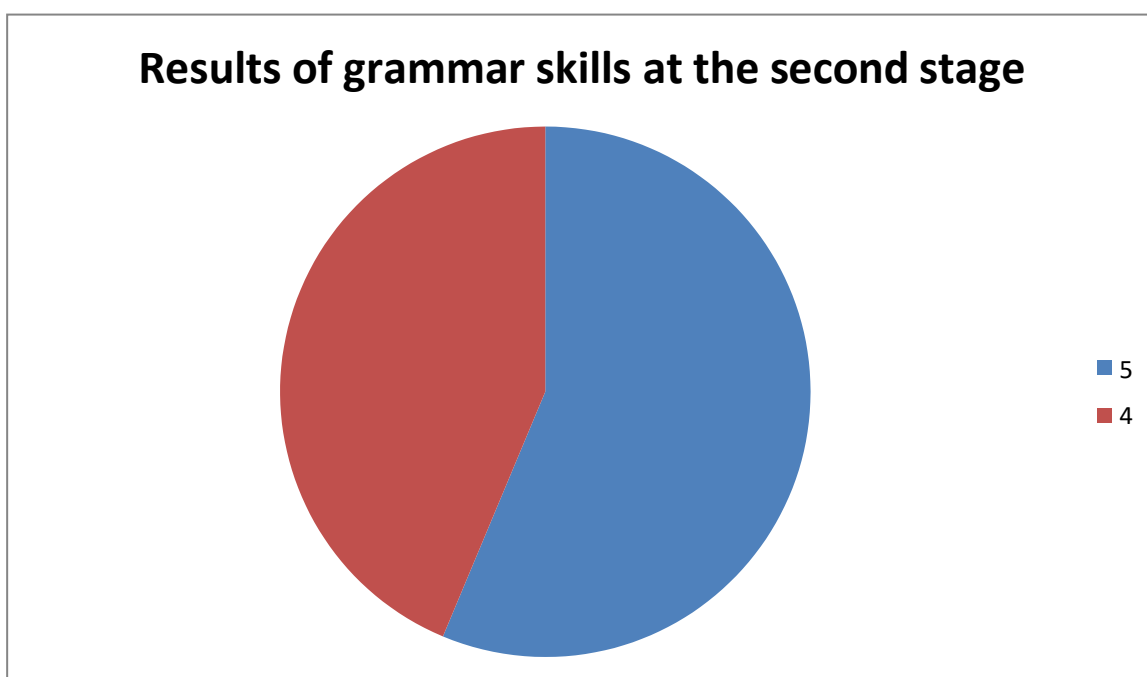


Figure 2 Results of grammar skills at the first stage

The control of the assimilation of skills, knowledge and skills was carried out at each stage of the lesson. As a means of training and control, a computer, a plasma panel and a thematic multimedia presentation were used. High performance in the lessons was determined by the frequent change of activities and interesting tasks. Without exception, all students tried to work actively.

The technology of multimedia teaching technology gives a high result. At the moment, mastering information and communication technologies as a

prerequisite for the transition to a system of continuing education is also becoming important. The use of information technology at all stages of pedagogical development can not only shorten the time for the development of material, increase the depth and strength of knowledge, the level of development of learners, relieve stress, individualize and differentiate the learning process, stimulate cognitive activity and independence, the development of creative abilities of man research activity, forms cognitive and developmental motives (Dzyubko, 2004)

During the experiment, it was revealed that students with high academic abilities completed tasks on their own faster. Pupils with low educational abilities took more time to complete exercises and more exercises to consolidate material for systematization and generalization, moreover, under the direct supervision of a teacher. All the qualities of the grammatical skill of using the grammatical forms of Future Simple, Present Progressive, constructions to be going to do in the experimental group have a sufficient degree of formation. In this way, effective English grammar skills should be differentiated.

Together with observation, interviews were used to find out the opinions of teachers.

The following round of questions was allocated for the interview.

1. What educational technologies do you mainly use in class for studying grammar?
2. Does the use of the technology contribute to the full implementation of the objectives of the lesson?
3. What is the leading motive for students to attend your lessons?
4. What tools should be used to strengthen interest in the English language.
5. Do you own a computer?
6. How often do you use a computer in a lesson?

Based on the analysis of the observations and answers of teachers to the first question, it can be confidently stated that they use traditional technologies, as indicated by 53% of teachers, followed by gaming technology-36%, and only 11% of teachers use information technology (multimedia).

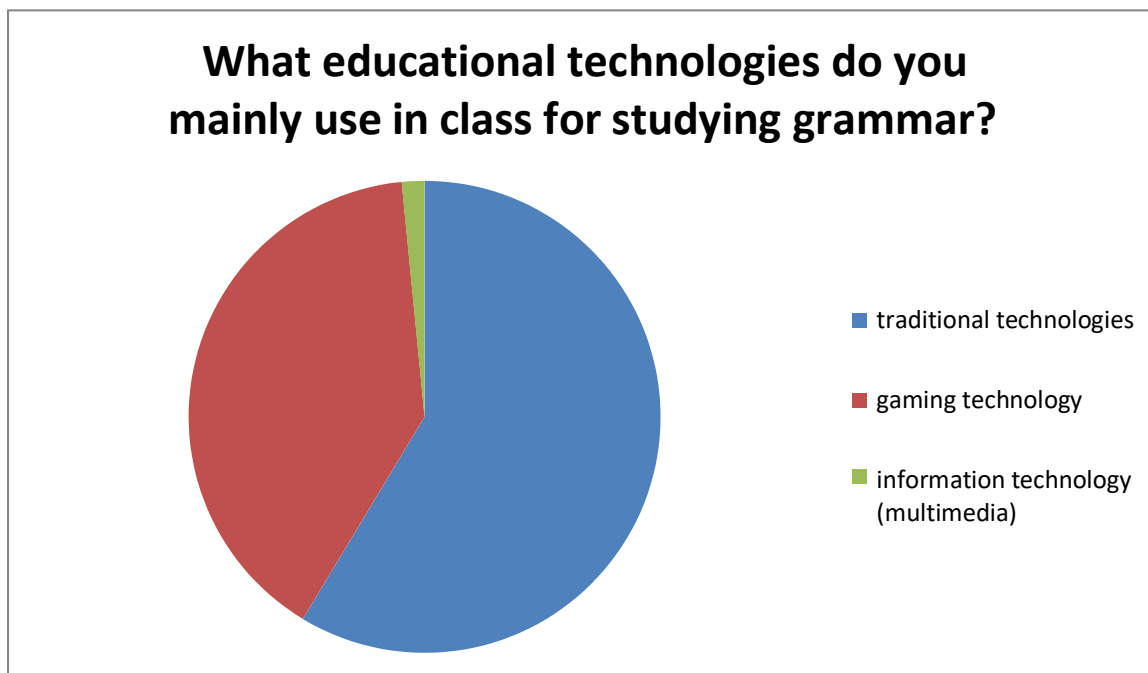


Figure 3. Educational technologies that teachers use in the process of learning grammar

As a result of analyzing the answers to the second question, it turned out that 40% of teachers are unhappy with the usual technologies, that is, they noted that the technologies used do not always contribute to the realization of the objectives of the lesson.

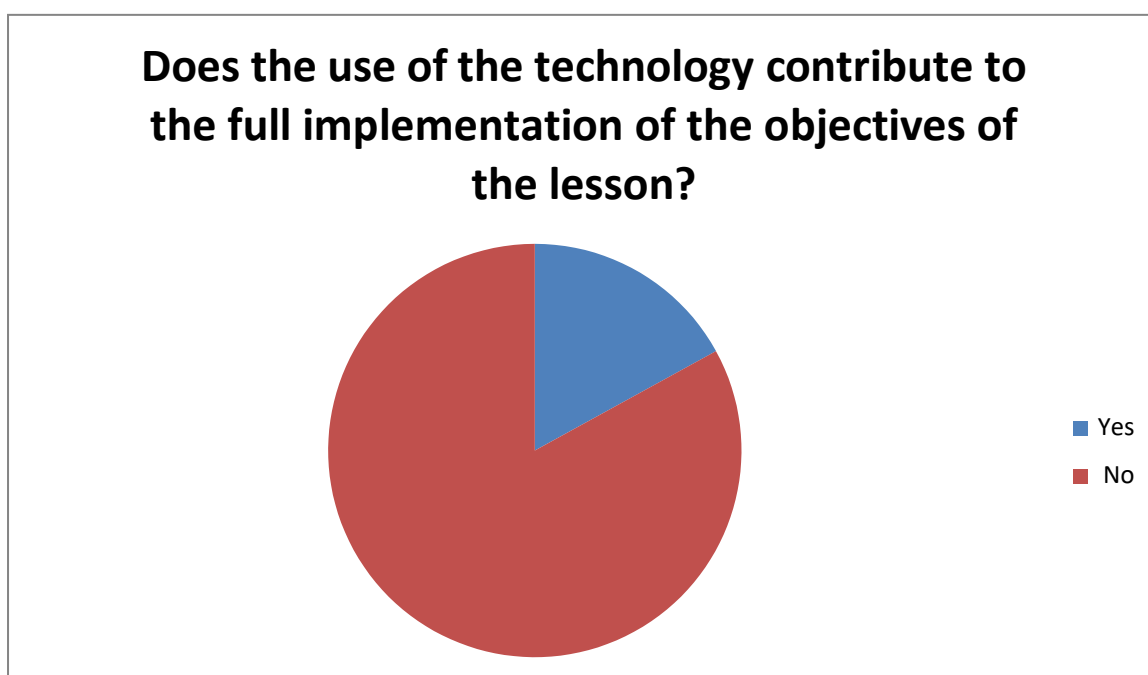


Figure 4. Does the use of the technology contribute to the full implementation of the objectives of the lesson?

When answering the third question, the opinions of teachers were divided as follows: 87.5% of teachers believe that the strengthening of interest in the English language requires the use of various technologies (educational films, presentations, educational programs, the Internet), 75% are sure that periodic updating of the content leads to an increase in grammar learning, and 37.5% of teachers noted that in order to achieve the above goals, reorganization of the learning process, that is, the use of new teaching technologies is required.

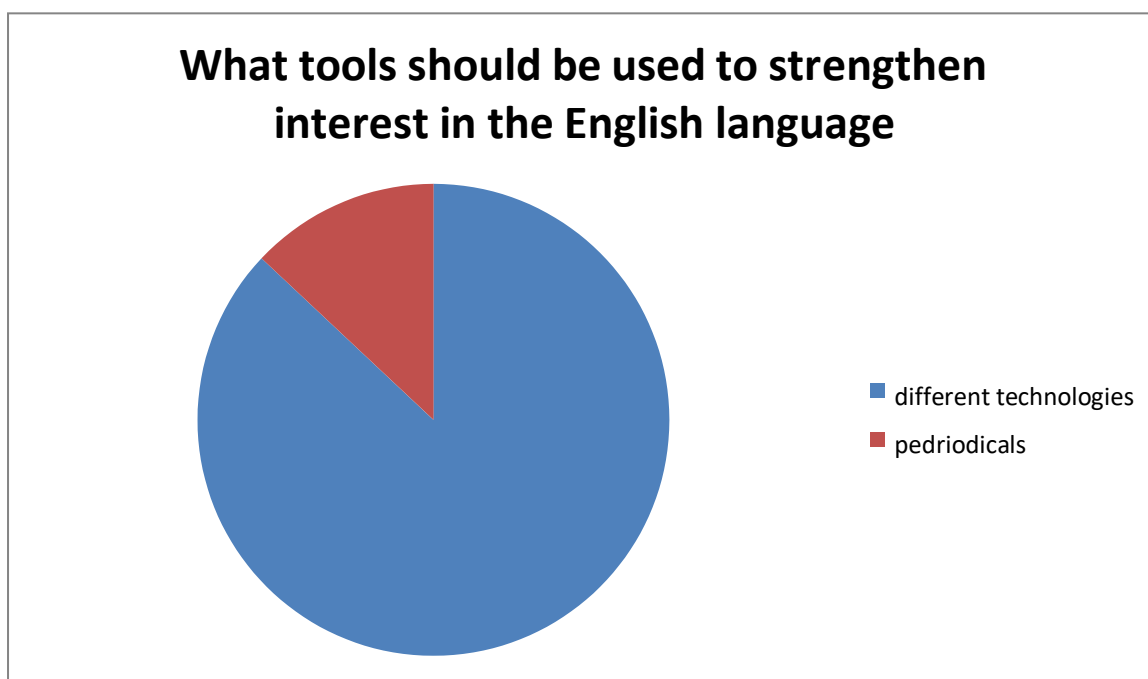


Figure 5. What tools should be used to strengthen interest in the English language

The answers to the fourth question were necessary to clarify the situation regarding the use of new information technologies, because, the computer is the basis of these technologies, and it turned out that most teachers either do not own the computer (50%), (as a rule, this applies to rural schools), they either own a computer, but are very weak and are not able to use it in the learning process

(30%), and only 20% of teachers said that they own a computer and can use it in the learning process.

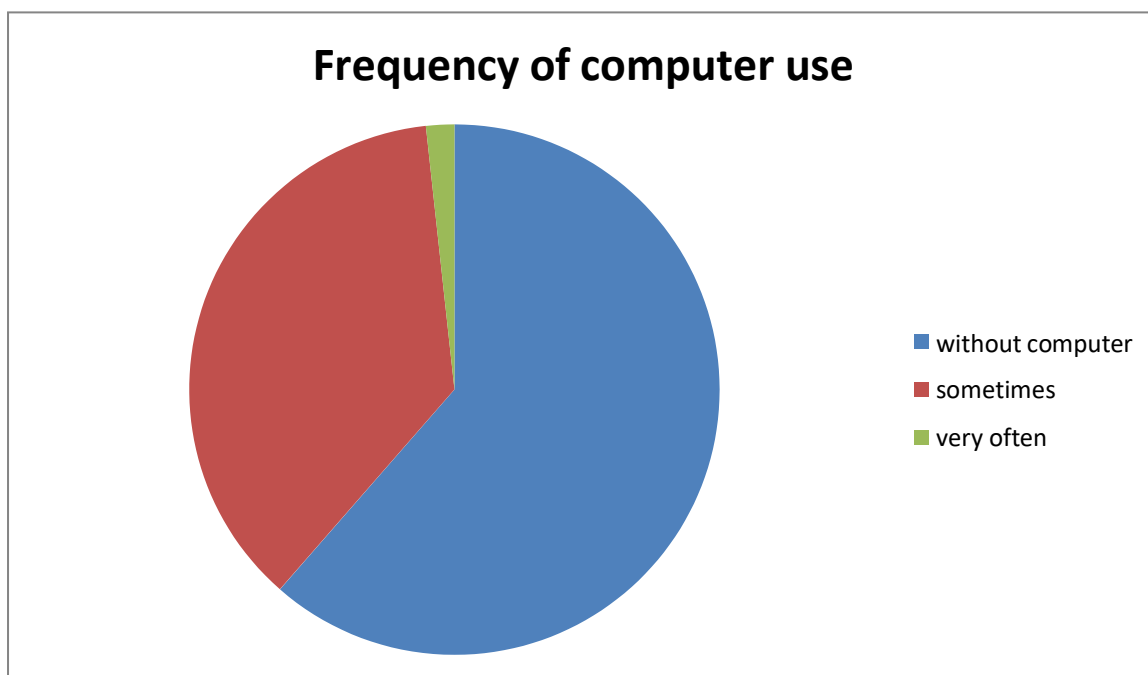


Figure 6. Frequency of computer use

The questionnaire for students was following:

A questionnaire was conducted to identify attitudes towards the use of multimedia in English class.

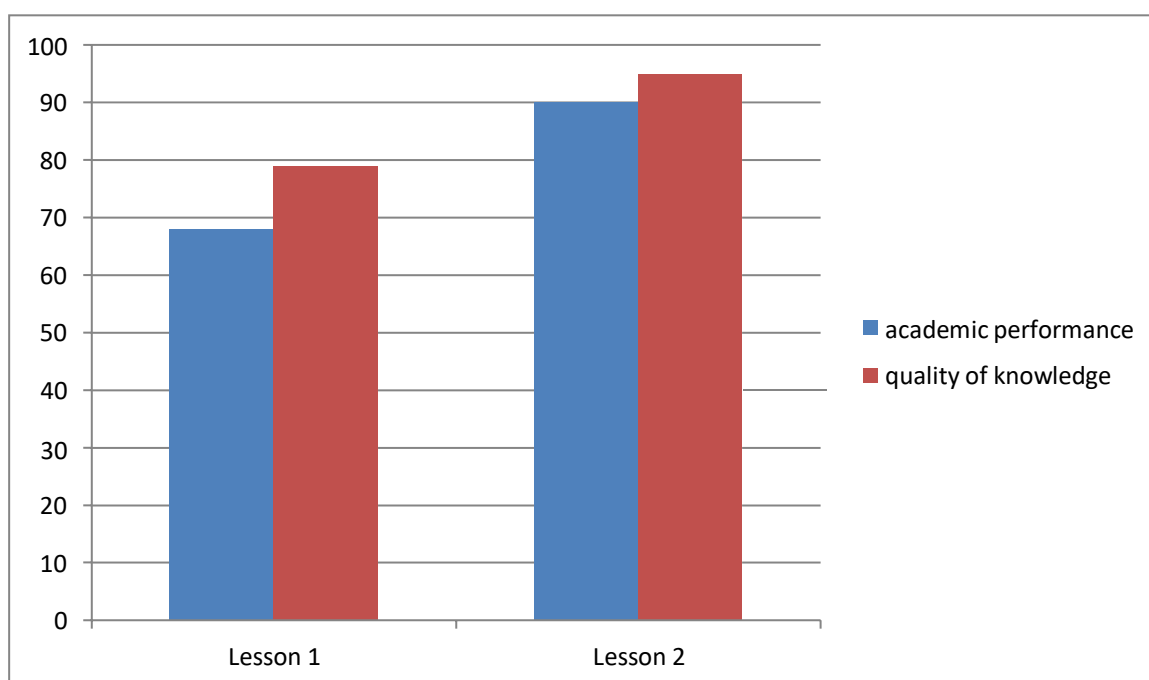
Using multimedia in English classes (Table 2.1.)

Answers	Percentage
I don't like it when the teacher uses computer technology in the classroom	0%
I like it when the teacher uses computer technology in the classroom	87%
I am interested in working with an interactive whiteboard in the classroom	89%

I often want to learn from the lessons of English lessons all the same way. Thus, the questionnaire showed that during the lessons periodically the computer, the audio recording, and the projector are also reassured.

There we can see that the presentation is more interesting for pupils, teacher explanation is at the second stage. Then there are audio (20%), video (15%), table (7%), diagrams (3%).

The computer in this technique is only a tool to help the teacher, organizing the independent work of students and managing it. The use of multimedia technologies for the development of cognitive skills in English classes gives a certain result



The result of academic performance in groups confirms the assumption, the fact that the use of multimedia technologies in English classes, within reasonable limits, for the development of students' knowledge and skills positively affects the quality of their knowledge. It should be noted that the use of multimedia tools should be arranged in such a way that the computer does not become an end in itself, but only a logical and very effective addition to the educational process. It

shows that the academic performance increased by 22%, quality of knowledge - by 16%. This means that external motives cease to play a leading role in the study of grammar with the help of multimedia.

CONCLUSIONS

Increasingly, selective cognitive interest and curiosity are forming in them. The teenager is not interested in elementary tasks, constant control by the teacher, that is, which limits his independence and initiative. Pupils of this age are developing a critical approach to content, techniques, forms of learning, expanding interests, the need for communication with peers is noticeably increasing, new learning motives associated with the formation of life prospects and ideals. However, at the same time there is another extreme – the lack of broad cognitive interests, interest in expanding their knowledge. Although learning motives (getting high grades, taking a better position in the classroom) can be quite strong, they often lead to formal learning activities. The communicative development of teens of this period is characterized by the formation and improvement of the mechanism of selection of linguistic means, ways of formation and formulation of thought. An individual style of speech develops. As a whole, there are qualitative changes in the communicative activity of pupils, which positively influences the formation of foreign language skills and abilities.

During my practice at school, my aim was to ameliorate students' motivation to learn English and, first and foremost, use it in everyday life. The classes which I held took place at the 8th grade. The students were 13-14 years old. The teacher who was in class was very helpful to get along with students who were all new acquaintances to me. But he did not help me at all with the teaching, so I was able to get the full grasp of new knowledge and practice during my classes at school. I used secondary research discussed in the theoretical part of this paper to achieve my goal and motivate teenagers to aspire to be more hard-working and devote more time and effort to learning English. All-in-all, the practice taught me a lot from the real-life teaching as well as elucidated some of the peculiarities of student behavior which teachers encounter in the classroom on the regular basis. It was impossible to ignore the importance and value of motivation in the modern-day foreign language classroom. Such a pedagogical communication is optimal,

when the communication between the teacher and the teaching staff with students in the process of interaction creates the best conditions for the development of student motivation and the creative nature of learning activities. These factors are necessary for the correct formation of the student's personality as they provide a favorable emotional learning environment and ensure management of socio-psychological processes with other persons in the children's environment. Intrinsic motivation determines the attitude of students to the subject and provides advancement in mastering a foreign language. If pupils feel encouraged to engage in language-related activity, when they like to speak, read, and listen to the speech in foreign language, then we can say that they have a profound interest in learning a foreign language, and the conditions for achieving potential success are provided.

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РЕЗЮМЕ

Англійська мова набуває все більшого поширення у світі, і вона обґрунтовано претендує на звання "мова міжнародного спілкування". Вчитель повинен розуміти психологічну природу та витоки цього стану, всіляко підтримувати та активізувати інтереси успішного вивчення англійської мови.

Багато вчителів у своїй роботі стикаються з проблемою зниження освітньої мотивації серед підлітків. Для учнів цього віку важливу роль у навчальному процесі відіграють такі фактори, як взаємозв'язок навчального матеріалу з життям, застосування набутих знань на практиці, проблемний та емоційний характер викладу матеріалу, можливість самостійна пізнавальна, дослідницька та творча діяльність. Всі ці фактори допомагають підтримувати високу мотивацію, інтерес до предмета і загалом позитивне ставлення до навчального процесу.

На початку вивчення англійської мови підлітки мають високу мотивацію. Адже цей процес передбачає процес накопичення, подолання різних труднощів, що не дозволяє досягти мети. В результаті мотивація до подальшого навчання знижується, активність зникає. Тому вчитель повинен знайти для кожного учня мотив, закладаючи фундамент.

Вчитель повинен тренувати важку пізнавальну роботу, розвивати в учнів посидючість, силу волі, цілеспрямованість, заохочувати виконання завдань підвищеної складності, навчитися чітко визначати цілі, завдання, критерії оцінки, щоб підтримати та сформувати мотивацію. Найбільш значущими методами мотивації можна віднести налагодження взаємовідносин співпраці між викладачем та учнем, залучення учнів до організації навчального процесу, оціночної діяльності.

Дослідження, представлене в цій дипломній роботі, має на меті описати основні стратегії вдосконалення навичок англійської мови учнів.

Основні цілі:

1. Охарактеризувати основні проблеми при вивченні англійської мови та хороших тих, хто вивчає англійську мову
2. Емпірично вивчити хороших тих, хто вивчає англійську мову
3. Обговорити та інтерпретувати результати дослідження.

Визначення предмета розслідування - основні стратегії вдосконалення знань англійської мови учнів.

Об'єкт дослідження - основні проблеми у вивченні англійської мови.

Опис методів, що використовуються в дослідженні - метод систематизації та класифікації; описовий метод, метод проекту.

Цінність роботи полягає в тому, що її результати дозволять успішніше проводити навчальний процес, результати можна використовувати на шкільних та університетських курсах, на курсах методології.

Все частіше в учнів формується вибірковий пізнавальний інтерес та допитливість. Підлітка не цікавлять елементарні завдання, постійний контроль з боку вчителя, тобто що обмежує його самостійність та ініціативу. Учні цього віку виробляють критичний підхід до змісту, прийомів, форм навчання, розширюють інтереси, помітно зростає потреба у спілкуванні з однолітками, з'являються нові мотиви навчання, пов'язані з формуванням життєвих перспектив та ідеалів. Однак одночасно є ще одна крайність - відсутність широких пізнавальних інтересів, зацікавленості в розширенні своїх знань. Хоча мотиви навчання (отримання високих оцінок, зайняття кращої позиції в класі) можуть бути досить сильними, вони часто призводять до формальної навчальної діяльності. Комунікативний розвиток підлітків цього періоду характеризується формуванням та вдосконаленням механізму відбору мовних засобів, шляхів формування та формулювання думки. Розвивається індивідуальний стиль мовлення. В цілому в комунікативній

діяльності учнів відбуваються якісні зміни, що позитивно впливає на формування іноземних мовних умінь та навичок.

Під час моєї практики в школі моєю метою було покращити мотивацію учнів до вивчення англійської мови і, насамперед, використання її в повсякденному житті. Заняття, які я проводив, проходили в 8 класі. Студентам було 13-14 років. Вчитель, який був на уроці, був дуже корисним для того, щоб ладнати зі студентами, які були для мене новими знайомими. Але він мені зовсім не допомагав із викладанням, тому я міг отримати повне розуміння нових знань та практики під час занять у школі. Я використав вторинне дослідження, обговорене в теоретичній частині цієї статті, щоб досягти своєї мети та мотивувати підлітків прагнути бути більш працьовитими та приділяти більше часу та зусиль вивченню англійської мови. Загалом, практика навчила мене багато чому з реального викладання, а також з'ясувала деякі особливості поведінки учнів, з якими викладачі регулярно стикаються в класі. Неможливо було ігнорувати важливість і значення мотивації в сучасному класі іноземних мов. Оптимальним є таке педагогічне спілкування, коли спілкування вчителя та педагогічного колективу зі студентами у процесі взаємодії створює найкращі умови для розвитку мотивації учнів та творчого характеру навчальної діяльності. Ці фактори необхідні для правильного формування особистості учня, оскільки вони забезпечують сприятливе емоційне навчальне середовище та забезпечують управління соціально-психологічними процесами з іншими людьми в оточенні дітей. Внутрішня мотивація визначає ставлення учнів до предмету та забезпечує прогрес у оволодінні іноземною мовою. Якщо учні відчують заохочення займатися мовною діяльністю, коли їм подобається говорити, читати та слухати виступ іноземною мовою, то можна сказати, що вони глибоко зацікавлені у вивченні іноземної мови та умови для досягнення забезпечується потенційний успіх.

APPENDIX

The test

Substitution: making proposals from finished parts.

Oh, I love our new house! What a nice bed room!

Jane: It's really beautiful! Now, let's put the furniture in place. Can you give me a hand, Alex?

Jane: Err What about the carpet, Laura?

Laura: Oh dear! I want that to go under all the furniture!

Складіть діалог на основі ключових слів;

Let's play right now, shall we? Давай зіграємо прямо зараз.

Let's not hurry Давай не поспішатимемо

How about going to ... Як щодо того, щоб

Why do not we go ... Чому б нам не

Reproduction: compiling a dialogue containing the studied grammatical structures on a given topic.

Where _____ you yesterday?

- I _____ at a party.

- _____ there a lot of people?

- Yes, there _____ a lot of my friends and relatives.

- _____ the party fun?

- No, it..... It _____ very boring.

- Why _____ it boring?

- Because you _____ there.

- I'm sorry but I _____ very busy at work yesterday. And, anyway, I _____ invited.

Hi, could you answer my questions?

- Yes, of course.

- Do you drink _____ water?

- Yes, I drink _____ water every day.

- And what about coffee? How _____ coffee do you drink?

- I don't drink coffee at all. But I drink _____ tea.

- How _____ cups of tea do you drink a day?

- I drink about 8 cups a day. Sometimes more.

- You really drink _____ tea. Do you eat _____ vegetables?

- Is grass a vegetable?

- I don't know. I think it is.

- OK, then, yes. I eat _____ vegetables every day. And I also eat

_____cookies. I like sweets very much.

- Do you have _____brothers and sisters?
- Yes, I do. I have 8 sisters.
- How _____brothers do you have?
- I have only 2 brothers.
- OK, thank you for your answers. Bye.
- Bye.

Rewrite the following sentences using Passive Voice:

Rewrite
the following sentences in the passive voice.

1. Charles Dickens wrote many novels.
2. Who called the ambulance?
3. John Perry has already made three records.
4. They will install heating in the building.
5. School children are cleaning the beach.
6. The policeman caught the burglar.
7. Workers were repairing the bridge.
8. Our teacher is planning a party for our class.
9. Who gave you this book?
10. A courier will deliver the parcel.

Teachers Interview Protocol

Together with observation, interviews were used to find out the opinions of teachers.

The following round of questions was allocated for the interview.

1. What educational methods do you mainly use in class for studying grammar?
2. Does the use of the methods contribute to the full implementation of the objectives of the lesson?
3. What tools should be used to strengthen interest in the English language?
4. How often do you use a computer in a lesson?

NYILATKOZAT

Alulírott, Szénéca Vadim angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök, stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.