

Motivation Of Students Of Non-Linguistic Specialties To Study The English Language And Its Grammar: Tashkent State Transport University (Uzbekistan)

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Abstract

As for the 21st century, we have more opportunities, different methods and new goals. The need to create effective learning opportunities for our students is our main concern. The purpose of the study is to identify the type and level of motivation for learning English and its grammar among students of non-linguistic specialties. The study involved 60 first-year students of the Tashkent State University Transport (Uzbekistan). Diagnostics was carried out using a survey developed on the basis of a questionnaire to assess the degree of motivation to learn English and the grammar of the language being studied. The research hypothesis of the article is to analyze the degree of students' motivation and their attitude to mastering the rules of the language being studied, as well as the use of authentic materials as an effective method of increasing students' motivation.

Keywords: grammar, authentic materials, motivation,

Introduction

Motivation - an impulse to action; a dynamic process of a physiological and psychological plan that controls human behavior, determines its direction, organization, activity and stability (Dorney, 1994). It plays one of the main roles in foreign language learning all over the world. Such a statement is not accidental, countless studies and experiments in learning have shown that motivation is the key to learning in general. In the era of globalization of all spheres of public life, the problem of motivation in the study of foreign languages becomes extremely relevant. Globalization means that the role of personal contacts of people is increasing, and, consequently, verbal communication, including interethnic communication, which requires knowledge of a foreign language (Richards & Rodgers, 1986). A foreign language plays a huge role in shaping the personality and improving

education, because with the help of it you can get direct access to the spiritual wealth of another country, open up the possibility of direct communication with representatives of other peoples. Therefore, it is not surprising that in recent years interest in foreign languages, mainly English, has increased significantly in our country. Now knowledge of two or more languages is an undoubted attribute of any modern highly educated person. All of the above significantly increases the prestige of the subject "foreign language" as an academic discipline of the university. This is where the concept of motivation comes into play. Considering motivation as the most important beginning of the process of mastering a foreign language, ensuring its effectiveness, it is necessary to keep in mind the following: motivation is a side of the student's subjective world. It is determined by his own motives and predilections, his conscious needs. Hence all the difficulties of calling motivation from

the outside. The teacher can only indirectly influence him, creating the prerequisites and forming the foundations on the basis of which the students have a personal interest in the work (OCED, 2009). Of course, the problem of motivation in learning arises in every subject, but it is especially acute when learning a foreign language. It's all about the special specifics of the subject, which requires the student to have a certain base and communication skills. Often this causes certain difficulties for students and motivation disappears. Therefore, considering motivation as the main driving force in the study of a foreign language, we note that motives relate to the subjective world of a person, are determined by his internal motives. A person will be able to learn a foreign language if he himself feels the need for it, that is, he is motivated.

Specific factors of motivation in learning English

Let's try to figure out what the motivational sphere of a person is and how it is characterized in educational activities. Scientists interpret the concept of "motive" in different ways: K. Vilyunas and Gippenreiter Yu. (1984, p.288) understands the conditions of existence as a motive, G. A. Kovalev (1988, p.191) moral and political attitudes, and J. Godefroy - a consideration on the basis of which the subject must act (Yakobson, 1969). One way or another, most agree that a motive is either a motive, or an intention, or a goal. Therefore, this concept must be approached comprehensively, taking into account all possible aspects. Now we will characterize the types of motivation that take place in teaching, in particular, a foreign language. Together they constitute the so-called learning motivation. Learning motivation is determined by a number of specific factors:

- characteristics of the student (gender, self-esteem, level of intellectual development)
- features of the teacher and his attitude to pedagogical activity
- organization of the pedagogical process
- the specifics of the subject (in this case, a foreign language)

Based on the above factors, learning motivation can be divided into external and internal (Deci, E. L., & Ryan, R. M., 1985). External motivation is not directly related to the content of the subject, but is due to external circumstances.

Examples:

- achievement motive - due to the desire of a person to achieve success and high results in any activity, including learning a foreign language. For example, for excellent grades, graduation, etc.;

The motive of self-affirmation is the desire to assert oneself, to obtain the approval of other people. A

person learns a foreign language in order to gain a certain status in society;

- identification motive - the desire of a person to be like another person, as well as to be closer to his idols and heroes (for example, to understand the texts of his favorite group);

- the motive of affiliation is the desire to communicate with other people. A person can learn a foreign language in order to communicate with foreign friends;

- the motive of self-development - the desire for self-improvement. A foreign language serves as a means of spiritual enrichment and general development of a person;

Motivation in learning grammar of target language

Grammar is one of the most important aspects of teaching a foreign language, since full communication cannot occur without grammar. None of the aspects of language teaching has been the subject of such heated discussions over the years as grammar.

The word "grammar" has different meanings. It is understood as the grammatical structure of the language, that is, the system of rules for changing words, forming word forms and combining words in a sentence, which is objectively operating in the language, as well as the science of the grammatical structure of the language.

The importance of studying grammar is determined by the fact that grammar, due to the generalizing nature of its laws, facilitates the path of mastering the language. As B.V. Belyaeva (1984) said: "Theory illuminates the path to practice and helps it."

Mastering the grammatical structure of the language in one volume or another ensures the expression of thoughts in oral and written form and understanding them by ear and when reading. Students learn new facts and phenomena, linguistic concepts and grammatical categories that are not characteristic of their native language. Studying the grammar of a foreign language helps to better understand the grammatical structure of the native language, develops students' logical thinking, their powers of observation, their ability to analyze and synthesize.

The role of grammar often changes under the influence of a number of factors: the evolution of the theory of linguistics, taking into account the practical results of teaching a foreign language, taking into account state policy in the field of education, etc. The grammar of a particular language is aimed at teaching the student to speak and understand the read text correctly. This means that the task is not to master the grammatical system of a foreign

language, all its forms and structures, but to develop the skills and abilities of properly organized speech.

Let's consider motivation in the light of solving the problem of language as part of a foreign language culture. "Such an approach to teach a foreign language in many respects provides not only effective solutions of practical, general educational, developmental and educational tasks, but also contains great opportunities for stimulating and further supporting the motivation of learning" [2]. At the same time, the main task is to study language units that most clearly reflect the features of the formation of speech, that is, grammar. The basis for this can be linguistics, philology - firmly established in the practice of teaching a foreign language, thanks to the research of E. M. Vereshchagin and V. G. Kostomarov(2005). But the practice of teaching a foreign language shows that students are not interested in grammar, linguistics, etc. Therefore, our goal was to carefully select the material so that students become interested in the grammar of a language and understand its significance role in language learning.

The grammatical side of any foreign language, as a rule, is accompanied by the least degree of motivation for learning on the part of students. Accordingly, grammar is studied by them exclusively as a "forced" aspect that requires a lot of time and mental effort. However, this aspect is one of the leading ones in the tasks offered to graduates in the centralized testing in a foreign language.

A creative approach to teaching the grammatical side of the language allows not only to increase the efficiency of the educational process, to motivate students to study the "boring" side, but also contributes to the development of creative, non-standard thinking of students, and hence the formation of a creative personality.

Some motivational techniques used in the (authors)lesson

Grammar story. Despite the fact that the fairy tale format is most often used for teaching at the first stage of education, grammatical fairy tales are of particular value in teaching at the senior level. Here, fairy-tale characters are also used for specific purposes: to ensure involuntary memorization of a large amount of material, to maintain the active attention of the student. So, when working on the topic "Verb. Impersonal forms of the verb" at the stage of controlling the assimilation of the properties of the verb and the infinitive, a fairy tale was used, after listening to which the students had to name all the mentioned properties of these parts of speech and list the cases of using the infinitive without the particle to. This tale is an excerpt from the book of L.V. Gopanenka (2006)"Instructive Adventures in

the Kingdom of English Grammar, or Journey of Good Hope" and, in my opinion, it gave students the opportunity to understand grammar rules, structure of the language, but their interest was not so high.

A game. The game sharpens the mental activity of students, develops the imagination of students, encourages them to search for several correct answers to the question posed. The developmental value of the game lies in its very nature, because the game is always emotions. Where emotions are, there is activity, there is attention and imagination, thinking works and motivation to study the subject grows. So, at the lesson on the topic "Noun", I used the version of the lesson-competition-game-travel to the country "Nunlandia", proposed by S. Shelurina (2006) in the newspaper "English language". Despite, it would seem, an easy game form of organizing activities, the content of the lesson corresponded to an increased level of learning English. It is also noteworthy that the lesson on the topic "Noun" was held in non-philological grades. By analogy with such an activity, a game-journey is one of the best ways to increase motivation to learn the grammatical side of the language. But in our case influence of such factors as students' age, specialty didn't give expected results.

Authentic materials to motivate students to study grammar

Traditionally, "authenticity" is understood as the quality of language and speech material, which ensures the implementation of speech communication in the natural conditions of modern life.

Authentic materials are content created by native speakers for native speakers for non-educational purposes. As Krichevskaya K.S. says (1996), authentic materials include authentic literary, folklore, visual, musical works, household items such as clothing, furniture, dishes and their illustrative images. It singles out household and everyday materials into an independent group: pragmatic materials (ads, questionnaires, signs, labels, menus and posters, maps, brochures on tourism, recreation, goods, vacancies, etc. The accessibility and everyday nature of the application seem to be very significant for creating the illusion of familiarization to the environment of native speakers and believes that their role is an order of magnitude higher than authentic texts from the textbook, although they may be inferior to them in volume.

Voronina (1995, p.13) resented a slightly different point of view on authentic materials which determines authentic texts as texts borrowed from the communicative practice of native speakers. She

singled out two types of authentic texts, represented by different genre forms: functional, performing an instructive, explanatory, advertising function (pointers, road signs, signboards, diagrams, diagrams, drawings, theater programs, etc., information function and containing constantly updated information (articles, interviews, public opinion polls, letters from readers to the print media, current sensational information, announcements, explanations of statistics, advertising, comments, reports, etc.). In his work "Criteria for the reliability of the content of the educational text" E.V. Nosonovich and O.P. Milrud (1999) also express an opinion about the preference for teaching the language on authentic materials, i.e. materials taken from primary sources and not intended for educational purposes. On the other hand, they point out that such materials are sometimes too complex in terms of language and do not always meet specific tasks and learning conditions, while highlighting methodologically or educationally authentic texts separately. The latter are understood as texts compiled by the authors of teaching materials taking into account all the parameters of authentic educational products. Authentic materials include personal letters, anecdotes, articles, excerpts from diaries of teenagers, advertisements, recipes, fairy tales, interviews, popular science and local history texts. They also emphasize the importance of preserving the authenticity of the genre and the fact that genre and compositional diversity allows students to get acquainted with speech clichés, phraseology, vocabulary associated with various areas of life and related to different styles.

Nunan (1999) later defines authentic materials as spoken or written language data that has been produced in the course of genuine communication, and not specifically written for purposes of language teaching. In fact, in his teaching he encourages his students to bring into the classroom their own samples of authentic language data from real-world contexts outside of the classroom. They practice listening to and reading genuine language drawn from many different sources, including TV and radio broadcasts, taped conversations, meetings, talks, and announcements. They also read magazine stories, hotel brochures, airport notices, bank instructions, advertisements and a wide range of other written messages from the real world in situations as they occur. Brosnan (1984) justify the importance of the use of authentic language in the classroom in this way:

1. Language is natural. By simplifying language or altering it for teaching purposes (limiting structures, controlling vocabulary, etc.), we risk making the task more difficult.

We may, in fact, be removing clues to meaning.

2. Authentic language offers students the chance to deal with a small amount of material which, at the same time, contains complete and meaningful messages.
3. Authentic printed materials provide students with the opportunity to make use of non-linguistic clues (layout, pictures, colors, symbols, the physical setting in which it occurs) to help them discover the meaning more easily.
4. Adults need to be able to see the immediate relevance of what they do in the classroom to what they need to do outside it, and real-life material treated realistically makes the connection obvious.

Types of authentic materials

Authentic Listening Viewing Materials -- TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio taped short stories and novels, radio ads, songs, documentaries, and sales pitches.

Authentic Visual Materials - slides, photographs, paintings, children's artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazines, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.

Authentic Printed Materials - newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.

Realia (Real world objects) used in EFL ESL Classrooms - coins and currency, folded paper, wall clocks, phones, Halloween masks, dolls, and puppets, to name a few. (Realia are often used to illustrate points very visually or for role-play situations.)

Some researchers prefer dividing authenticity into several types, such as:

1. Authenticity of the texts which we may use as input data for our learners.
2. Authenticity of the learners' own interpretations of such texts.
3. Authenticity of tasks conducive to language learning.
4. Authenticity of the actual social situation of the language classroom.

This division was firstly offered by Breen (1985). He indicates that these types are in continual interrelationship with one another during any

language lesson. Each one of these types will be discussed below.

1. Authenticity of the texts which we may use as input data for our learners:

This refers to the authentic qualities of a given text. Authentic texts for language learning are any sources of data which serves as a means to help the learner to develop an authentic interpretation.

2. Authenticity of the learners' own interpretations of such texts:

Learner authenticity means that the learner must discover the conventions of communication in the target language which will enable him or her to gradually come to interpret meaning within the text in ways which are likely to be shared with fluent users of the language.

3. Authenticity of tasks conducive to language learning:

Task authenticity reflects the purpose to which language input is put. It means that the chosen tasks should involve the learners not only in authentic communication with texts and others in the classroom, but also in learning and the purpose of learning.

4. Authenticity of the actual social situation of the language classroom:

The authenticity of the classroom is a special social event and environment wherein people share a primary communicative purpose that is learning. The authentic role of the language classroom is the provision of those conditions in which the participants can publicly share the problems, achievements and overall process of learning a language together as a social activity.

Authentic materials used in the (author's) lesson

The purpose of the lesson was to explain the "degrees of adjectives" implicitly through authentic material, without paying much attention to the grammatical part of the lesson.

As a topic we have chosen "Automobile Industry". Instead of reading the history of automobile industry we have chosen "The Most Popular Car Models in the World". I think teachers have the right to change the title related to the topic because the aim of English teacher is to develop language skills not give the specific information.

Students were very motivated in comparing the features of different cars and the topic was very appropriate one in explaining the grammar implicitly. Since the topic was one of the students' favorites, each student was involved in the lesson and tried to compare the characteristics of cars with great interest. The lesson achieved its goal.

Here I will slightly separate from the topic and want to express my opinion on the monitoring of lessons:

1. In formation of curriculum great attention should be given to the structure of language instead of topic of the lesson, every teacher should choose the topic according the interest of his or her students'.

2. Monitoring shouldn't check the lesson by topic but by interactive technologies and write as negative feedback if the topic didn't correspond to the topic of curriculum.

3. The main task of English teachers' is to develop speaking, reading, listening and writing skills but not give the special information.

4. Freedom leads to the creativity, too much supervision decreases the quality of the lesson and critical thinking development.

Research results

To test our hypothesis and opinions among students, the following survey was conducted. The questionnaire included 16 questions divided into two parts: interest in foreign languages (questions 1-8) and attitude towards learning English grammar (questions 8-16). perception.

Participants voluntarily entered the study with full information about what participation in this survey means to them, and they gave their consent after explaining how important their answers are to improving the quality of English language teaching in their departments. They agreed to contribute to the process of improving the effectiveness of methods of teaching and learning English. One group was chosen from each faculty, and agreed participants were selected for further questioning. Responses on the Likert scale had the options "completely disagree", "disagree", "partly disagree", "partly agree", "agree", and "completely agree". This scale was used to determine the degree of agreement or disagreement. The students were explained the importance

As a result of the study, the following data were obtained, which were divided into three main groups: 1. interest and motivation of students to study English; 3. motivation in learning English grammar. The study involved 60 first-year students of the Tashkent State University of Communications, studying in the specialty "logistics" of the training profile "Technology and Economics" (13 people); in the specialty "Professional training" training profile "Economics and Management" (9 people), "Electromechanics" (3 people) and "Jurisprudence and Law Enforcement" (15 people); in the specialty "Economics" training profile "Finance and insurance" (6 people); in the specialty "Construction" training profile "Graphic Design" (6 people); in the specialty "Mechanical

Engineering" (8 people). 56 participants (93.3%) were male students and 4 participants (6.7%) of the study were female students. The number of participants aged 17-18 years was 48 people (80%), aged 19-21 years - 12 people (20%).

The results of the study of interest and motivation of students to learn English grammar are presented in tables 1-2.

Table 1 - Interest in foreign languages in general and attitudes towards learning English grammar

	Statement	Totally disagree	Disagree	Partly disagree	Partly agree	Agree	Completely agree
1.	I would like to be fluent in several foreign languages	2,5%	20%	22,4%	33,8%	25,6%	28,2%
2.	I would like to read newspapers and magazines in several foreign languages	7,8%	11,7%	15,6%	28,3%	24,4%	19,5%
3.	I prefer watching English films in the original	31,7%	6,1%	11,3%	18,1%	17,8%	15%
4.	I take great pleasure in learning English compared to other subjects	14,3%	18,7%	15,3%	10,7%	22,1%	18,9%
5.	I want to learn English language as best as possible	5,7%	3,2%	7,7%	23,4%	20,1%	39,9%
6.	I like learning English grammar	28,7%	21,4%	16%	12,7%	13,5%	7,7%
7.	When I finish my English course at the University, I will continue to study English	18,2%	18,3%	12,4%	16,8%	13,3%	21%

As you can see, most students are generally interested in learning foreign languages.

With the statement "I would like to be fluent in several foreign languages", 28.2% fully agree, 25.6% agree, and 33.8% of the respondents partially agree. While a minority of students 2.5% strongly disagree, 20% disagree and 22.4% partly disagree with this statement. Also, the presence of interest in foreign languages is evidenced by the fact that the majority of respondents agreed with the statement that if they go to another country, they will try to learn at least a little the language and certainly grammar will be learned itself.

Positive answers were distributed as follows: 28.5% partially agree, 24.4% agree, and 19.5% fully agree with the statement. A few more students strongly disagreed (7.8%) and disagreed (11.7%) with the statement "I would like to read newspapers and magazines in several foreign languages". It can be assumed that the reason for this lies not in the lack of interest in foreign languages, but can be explained by the systemic reading crisis that has begun.

Nevertheless, 28.3% of the respondents still partly agree, and 15.6% agree that they would like to read newspapers and magazines in foreign languages.

As for the attitude to learning English as a foreign language, here we can talk about the average level of students' motivation. On the one hand, a large number of students to some extent (39.9% completely agree, 20.1% agree and 23.4% partially agree with the statement) would like to learn English as best as possible, and many of the respondents would like to continue studying English after graduation (21% completely agree, 13.3% agree and 16.8% partially agree with the statement), on the other hand, a significant part of the students do not agree with the statement that "I would rather study English language versus other subjects": 14.3% strongly disagree, 18.7% disagree and 15.3% partially disagree with this statement. In addition, most of the students do not agree with the statement "I prefer to watch English-language films in the original.

We assume that this figure is due to the fact that 31,7% of respondents consider listening to be

the most difficult aspect of working on the English language.

Table 2- presents the results of a study of the level of motivation for learning English grammar

	Statement	Totally disagree	Disagree	Partly disagree	Partly agree	Agree	Completely agree
8.	English grammar is very difficult	3,5%	5%	10.2	18.8%	24,2%	38.3%
9.	The grammatical part should be singled out separately in the study of the English language.	35,7%	15,7%	15,6%	13,3%	12,4%	7,3%
10.	Grammar should be taught implicitly through authentic materials	2.7%	1.8%	3.2%	18,1%	22.5%	36.7%
11.	Grammar should be taught explicitly through translation	34.7%	25.3%	22.8%	5.3%	3.2%	8.7%
12.	I want to learn English language only for communicating	4.5%	5,2%	8,9%	21,4%	22,1%	37,9%
13.	I study grammar just to pass my exams	4%	6,1%	14.3%	19.8%	20.1%	35.7%
14.	I study grammar only to get good grades in the subject	5.3%	10,3%	11,4%	16.2%	24.7%	32.1%

English is the most important language for students as a means of reading books and watching films in the original, as well as the opportunity to communicate with foreigners. Most of the respondents agree with this statement to some extent. In addition, the largest number of students (37.9%) agree with the statement that “learning English grammar is important for me to communicate with English-speaking people” (question 12). A large percentage of “strongly agree” answers to questions 12, 13 and 14 (33.9% and 29% respectively) indicates that a sufficiently large number of students study English grammar in order to get good grades, pass exams and communicate with native speakers.

Despite the motivation in learning English, 28,7% of students completely disagree with the study of grammar and only 7,7% of students fully agree, it seems that the respondents consider grammar to be very complex and difficult.

Conclusion

In this study, important observations were made about the impact of motivation on learning English and motivation on learning the grammar of the target language. It was revealed that the general level of motivation to learn English among learners is high. Survey participants are more motivated by reading newspapers and magazines, communicating with

foreigners and getting high grades in a subject. Most of the percentage of motivated learners aspire to learn the language, but their views on learning the grammar of the language are contrary to their goal.

The results of open-ended questions showed that the main difficult area of the English learning process for participants is grammar. Some respondents stated that this skill is problematic for them, others argued that even without knowing the grammar of their native language, they can speak correctly, so they can learn the language without studying grammar.

A large percentage of students want to be fluent in English, a foreign language, but they want to superficially study the rules of the language without going deep inside, they support their answer with training in a non-linguistic field and will never be an English teacher.

So, most students find grammar to be very boring and difficult and do not want to devote a certain amount of time to studying it. This view is especially true of students who study English for specific purposes, and they support their answer by stating that they will not teach English and will never be an English teacher. In addition, having a high level of motivation in learning English, students want to learn grammar implicitly through authentic materials, that is, grammar in context. Students rated

grammar as the most problematic skill in learning English. The study invites teachers to take a deeper look at the challenges faced by English learners and select relevant authentic materials that are of great interest to them, or even authentic, modern materials related to their specialty, to help students overcome these difficulties. In addition, English teachers are encouraged to increase students' motivation to learn English by creating student-centered classes, creating a supportive environment for English learners, and developing free language courses for uneducated children from poor families. To increase the level of students' motivation in learning English and its grammar, it is necessary to improve the cultural background of the English language in the classroom where students will be forced to speak correctly according to the rules of grammar in order to correctly build their speech so that it is understandable to others. The final research data results to some extent proved our hypothesis in using grammar implicitly by different authentic materials especially paying attention not to the giving special information but to develop language skills of students'.

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