

## A FOREIGN LANGUAGE TEXTBOOK AS A MEANS FOR MOTIVATING STUDENTS TO LEARNING ACTIVITY IN INSTITUTIONS OF GENERAL SECONDARY EDUCATION

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The article analyzes the essence and types of motives for students' learning activity of general secondary education institutions, including the process of teaching a foreign language. The role of a modern school foreign language textbook is revealed, which by its content should provide motivation to perform learning and cognitive activity and facilitate the implementation of students' foreign language communicative intentions. The authors consider a modern textbook on foreign language as a polyfunctional means of teaching foreign language communication, paying special attention to the motivation of student's learning activity. The main components of the motivation for learning actions are identified and characterized, and adapted to the content of the school course in a foreign language. In particular, the authors considered such components as: affective (empathic), personal, initiating, cognitive, productive, reflexive (self-assessment), target, procedural (strategic). The results of students' questionnaire from different regions of Ukraine confirmed authors' approaches to the system of schoolchildren motivation for foreign language learning activity in the content of foreign language textbooks.

**Keywords:** motivation, learning activity, foreign language, school textbook.

**Introduction.** Awareness of the problem of multilingual world space, multicultural environment in which the citizens of different nations and nationalities coexist,

their different attitude to similar objects of speech interaction in a multicultural society, different expressions of emotions and interest in their actions, ability to show openness and tolerance to the knowledge of these phenomena — these are the priority factors influencing the development of students' motives in mastering a foreign language and culture of the people who communicate on it. They serve as the basis for the formation of learning and cognitive competence, in particular, provide an awareness of the goals and content of education, generates interest, stimulates the search for optimal and rational ways of conducting educational activities, promotes the growth of desire for self-improvement. It is this line of activity that is characteristic of the category of school students who are interested in improving the trajectory of their own development, are clearly aware of their foreign language communicative intentions and are looking for optimal ways to implement them. Of course, not every student has such opportunities and needs, but the professionalism of the teacher, as well as the skill of the authors of textbooks, are determined precisely by the ability to involve all students in performing socially important tasks. Successful fulfillment of these strategic tasks largely depends to a large extent on the content of textbooks, which should accumulate and didactically expediently direct actions that provide a motivated mastery of a foreign language material, recognizing its place and functions in the process of communication.

**Literature review.** The problem of developing learning motivation is constantly attracting the attention of representatives of pedagogy, philosophy, sociology, and psychology. Various aspects of the problem are studied by scientists, namely: diagnostics and the essence of motivation for learning activity (Yu. K. Babanskyi, S. P. Bondar, V. S. Ilin, V. P. Palamarchuk, N. F. Talyzina, P. M. Jacobson, and others); the theory of motivation development (J. W. Atkinson, L. I. Bozhovych, O. M. Leontiev, S. D. Maksymenko, A. Maslow, S. L. Rubinshtein, S. S. Zaniuk); the sustainability of learning motivation (A. K. Markova, L. K. Zolotykh, T. A. Platonova, Ye. I. Savonko); motivation in second language learning (D. L. Freeman, R. C. Gardner, W. E. Lambert, M. H. Long), etc.

A great contribution to solving the problem of motivation for studying a foreign language was made by studies on the following issues: identification of the motivational function of a textbook (I. L. Bim, V. H. Redko); communicative target motivation (I. M. Vereshchagina, G. V. Rogova); main types of motivation (G. B. Gurvich, S. T. Grygorian, L. V. Moskaliuk); formation of learning motivation (N. B. Bondarenko, K. Csizér, E. L. Deci, Z. Dörnyei, O. O. Kukharuk, N. O. Yudina); affective aspect in the process of learning foreign languages (H. Stern, J. Trim); formation of learning a foreign language motivation to students of higher education (N. O. Arisova, O. O. Malinka, I. P. Tryhub, O. M. Yatsyshyn, S. S. Zaniuk), etc.

**Purpose statement:** to identify and characterize the motivating function of a foreign language textbook for the institutions of general secondary education, and the components that assure it.

**Discussion.** Motivation is today the most complex and challenging issue for language teachers. It is the most important component of learning activity structure, and for an individual, and internal motivation for the individual is the main criterion for its formation. It consists in the fact that the child receives pleasure from the activity itself, and then from its result.

Motivation of educational actions, carried out by students in the process of mastering foreign language communication is due to the development of *internal cognitive* and activation of *external social motives*, the combination of which contributes to the creation of the need and desire to learn a foreign language. Successful motivational provision of education largely depends not only on the means of influencing actions and motivations to work, in particular by the textbook, but also on the students themselves — their desire, interests, needs, level of personal interest in educational content, etc.

The Ukrainian Pedagogical Dictionary considers the motive (*from the French word "Motif" — a motive reason, an occasion*) as an incentive reason for the actions and acts of a person (that causes to action). Motivation is defined as "a system of motives or incentives that stimulate a person to specific forms of activity or behaviour" [3, c. 217].

As the domestic didact S. P. Bondar rightly noted, the motive has a special role among the interdependent components of learning activity, and it is a prerequisite for its effectiveness [2, p. 186–188]. According to psychologists, a person actively joins any work only when he/she needs it, when he/she has the appropriate motives for doing it. The relationship in the triad "need — motive — activity" is revealed in the theory of O. M. Leontiev, which was the basis for the theory of speech activity. In this theory the motive is central and the scientist considers a motive as objectivity, which in certain situations specifies certain needs, directs and encourages human activity. That is, the needs are the source of the motive force and the corresponding motivation for activity [6].

Students actively perform any activity only when their participation in it is motivated. To achieve this, it is necessary to actualize the personal need of school students. For this purpose, incentives are used as a set of factors that encourage work. In the process of teaching foreign languages, they can be verbal and illustrative samples or models, plans, instructions, etc. According to the domestic psychologist S. D. Maksymenko, incentives cover both *personal* and *socially significant needs*, as well as all kinds of objects to which they are directed [7].

The formation of the need for learning is essentially connected with the peculiarities of the educational situation in which students experience the pleasure of success in learning activity. In this regard, a textbook as the main means of learning should promptly stimulate, maintain and conserve motivation, which largely ensures the success of learning and cognitive activity of students.

Among the numerous theories of learning motivation, generalized by Malaysian scientists and analyzed by us (Intrinsic and Extrinsic Motivation Theory, Self-determi-

nation Theory, ARCS Model, Social Cognitive Theory, Expectancy Theory, etc.), we would like to briefly characterize the most famous and popular of them, that is Self-Determination Theory [9].

Self-determination theory of motivation, or SDT, is a theory that links personality, human motivation, and optimal functioning. It posits that there are two main types of motivation — *intrinsic* and *extrinsic* — and that both are powerful forces in shaping who we are and how we behave. According to the creators of SDT Ryan and Deci, **extrinsic motivation** is a drive to behave in certain ways that comes from external sources and results in external rewards. Such sources include grading systems, employee evaluations, awards and accolades, and the respect and admiration of others. On the other hand, **intrinsic motivation** comes from within. There are internal drives that motivate a person to behave in certain ways, including core values, interests, and personal sense of morality [11].

Both intrinsic and extrinsic motivation are highly influential determinants of a person's behaviour, and both drive a person to meet the three basic needs identified by the SDT model: autonomy, competence and relatedness. Let's briefly characterize them.

1. **Autonomy**: people have a need to feel that they are the masters of their own destiny and that they have at least some control over their lives; most importantly, people have a need to feel that they are in control of their own behaviour.

2. **Competence**: another need concerns people's achievements, knowledge, and skills; people have a need to build their competence and develop mastery over tasks that are important to them.

3. **Relatedness (or Connection)**: people need to have a sense of belonging and connectedness with others; each person needs other people to some degree.

It's easy to see how SDT applies to education: students are much more likely to learn and succeed in school when they are intrinsically motivated by their need for competence than when they are extrinsically motivated by teachers, parents, or the grading system.

The diversity of motives for learning activity changes the nature of the educational process. Researchers of motivation in school education identified the content-category (motivational factors) of learning, based on the content of the motives for learning activity. In particular, these factors are:

- a) learning for learning, without pleasure from the activity or without interest to the subject;
- b) learning without someone's own interests and benefits;
- c) learning for social identification;
- d) learning for success or fear of failure;
- e) coercive or pressured learning;
- f) learning based on concepts and moral obligations or on generally accepted norms;
- g) learning to achieve the goal in everyday life;

h) learning based on social goals, requirements and values [5, p. 253].

Accordingly, studying the motives of learning activity for the purpose of its management is an actual task in the educational process.

The scholars from London (Zoltán Dörnyei) and Budapest (Kata Csizér) identified 10 commandments (macrostrategies) for motivating language learners:

1. Set a personal example with your own behaviour.
2. Create a pleasant, relaxed atmosphere in the classroom.
3. Present the tasks properly.
4. Develop a good relationship with the learners.
5. Increase the learners' linguistic self-confidence.
6. Make the language classes interesting.
7. Promote learner autonomy.
8. Personalize the learning process.
9. Increase the learners' goal-orientedness.
10. Familiarize learners with the target language culture [10].

The motives of learning for each student are individual and determined by various factors of influence: both purely internally personal, and externally social. This requires students to have a deep awareness of their *own needs* (internal personal factor) in mastering a certain educational material and its *significance for future life activity in society* (external social factor). An important constant stimulus for learning motivation is the pleasure of activity process itself, provided by the joy of achieving a result that can turn into a constant internal need, the norm of being. At the same time, the pleasure of learning is due to the fact that its process realizes the need for intellectual activity, which is embodied in a person evolutionarily. Owing to this need, a person tries to overcome the difficulties, especially when he/she is interested in achieving the expected result. Students need help in overcoming the various obstacles that appear during performing tasks, involving different effective and available means for a particular situation, taking into account learning objectives, their psychological and age characteristics, and the conditions for learning activity.

For the process of teaching foreign languages, the motivation of learning activity is usually directed to mastering foreign language communication as a means of mutual understanding among citizens of different nations and nationalities in various spheres of life in a constantly changing, multicultural, mobile and globalized society. In this sense, a foreign language acquires the status of a kind of verbal mediator in the process of contacting other citizens with its carriers.

The modern system of school foreign education, adapting to the challenges of today, directs its strategy to the *interconnected teaching of a foreign language and culture of the people who communicates in it*. This paradigm, in turn, determines a detailed review not only of the goals and content of education, but also the definition of ways and forms of motivating students learning actions aimed at successfully mastering for-

eign language communication and norms of communicative behaviour in various social spheres of verbal interaction with representatives of a foreign language and another culture. A modern school textbook of a foreign language with its content should provide motivation to perform such activities and facilitate the implementation of students' foreign communication intentions.

Any textbook of a foreign language for secondary school is important to consider, first of all, from the point of view of its assistance to the successful organization of learning. The success on how fully the motivating opportunities inherent in it are used. The textbook is intended to interest, activate and stimulate students in learning a foreign language, that is, the motivating function of a textbook is to use it to stimulate a student's speech activity and their learning activities in general, to generate interest in the subject, to create an artificial foreign language environment, whenever possible, awaken the need for foreign language communication, for further self-education.

The authors of the Ukrainian textbook "Methodology of teaching foreign languages and cultures: theory and practice" note that motivation in learning a foreign language is provided by a number of factors:

1) the learning material that is used must be authentic, interesting, corresponds to the student's tastes and preferences;

2) methods of work with learning material should attract students. This is facilitated by collective forms of activity in which a student feels himself/herself to be the subject of communication; educational role-playing games that put him/her in a real communication situation or close to it; problem tasks that contribute to his/her intellectual perfection;

3) the student must be aware of the level of his/her success, see the trajectory of his/her development and be able to evaluate it, because it causes some satisfaction or dissatisfaction with himself/herself, a sense of progress in learning;

4) the presence of a favorable psychological climate during study [8].

Accordingly, an author of a textbook should model the educational process in such a way that it is diversified in line with modern trends in the development of foreign language education and complies with European standards and strategies both in content and learning outcomes, when students become equal subjects of the educational process, and the teacher has the role of their partner, the "facilitator", in acquiring students experience of foreign language communication. Such a model of textbook content not only contributes to the formation of an atmosphere of mutual trust, confidence in achieving the expected results, comfort, but also generates a desire to learn.

We consider a modern textbook on foreign language as a polyfunctional means of teaching foreign language communication, consisting of:

- a means of developing a student's autonomy;
- a means of motivating a student's learning activity;
- a means of acquiring a student's independent work;

- a means for diagnosing the development of a foreign-language student's personality.

In our publication, we focus on one of these aspects, namely *a means of motivating a student's learning activity* in the content of foreign language textbooks for students of general secondary education institutions.

In psychological and pedagogical scientific literature the motivation of learning activity, performing by students in learning a foreign language, is considered a special phenomenon that combines several interrelated components, which complement each other and, in a complex, provide a desire and an interest in mastering the subject, namely: *affective (empathic), personal, initiating, cognitive, productive, reflexive (self-assessment), target, procedural (strategic)*.

Let's characterize the components we have generalized, adapting them to the content of the school course in a foreign language.

**The affective (empathic) component of motivation** acquires great importance in connection with the tendency toward competence-based and personality-oriented school foreign language education. It is manifested primarily in the attitude of students to a foreign language, to people who communicate in it, their culture and the features of social norms of behaviour, in the desire to identify themselves with another socio-cultural community, with the need to learn another language and culture. All this contributes to the desire to interact with their peers at the social and intercultural levels in direct and indirect communication (during a meeting, on the Internet, etc.). Such communication interaction can be successful under the condition that students learn the language etiquette of communication and the relevant norms of communicative behaviour through e-mail, Skype, phone, etc. For this purpose, for example, in the Spanish language textbooks for general secondary education institutions (by V. H. Redko, V. I. Bereslavska) relevant educational information is presented, which allows students to learn the rules of verbal behaviour while using electronic means of communication, and also offers communicative tasks aimed at activating the information in practical activity. The textbooks offer information about the features of communicating through the Internet. They present lexical units, relating to this sphere; corresponding exercises and communicative tasks are proposed to ensure the activation of learning material in speech practice.

**The personal component of motivation** contributes to the awareness of students as an autonomous person who objectively assesses their educational opportunities and believes in them in achieving their goals. At the same time, it helps students to be aware of themselves as the main subject of learning activity, performing by them to satisfy their communicative intentions.

It is known that not all students at the same level can master a foreign language within the limits of the curriculum requirements; moreover, for each of them, this requires different times and different efforts. Therefore, authors should take these fac-

tors into account when constructing the content of textbooks. Usually this feature is realized through the use of a differentiated approach to learning, in particular, to the definition of multilevel exercises and tasks that should be available for successful implementation by students with different capabilities and needs. For this purpose, in the content of textbooks, in addition to multilevel tasks, at the end of each thematic section, it is worthwhile to offer additional materials of the regional geographic direction. In addition to purely educational needs, such materials enrich students' cognitive experience, motivate their foreign language communication activity thanks to new and interesting sociocultural information, presented in the texts for reading and the tasks that accompany them.

**The initiating component of motivation** is associated with an indicator of the students' developmental level as subjects of learning activity, in particular, with the development of their mechanisms to master the language when their actions are assessed in the process of completing the educational work. Such motives are due to the need to master the language for practical tasks, orienting themselves and initiating the need for continuous improvement of their own foreign language experience in accordance with changing learning goals. This component of motivation is presented in the content of our textbooks in the form of rules-instructions and speech patterns, which serve as an indicative basis for the implementation of communication in various social spheres: *how to express pleasure, joy, agreement, disagreement, doubt, pity etc; how to express attitude to various problems; which adopted speech patterns should be guided during a telephone conversation, writing different types of letters, communicating via the Internet, etc.*

The initiating (self-motivating) component is an indicator of the students' conscious attitude to mastering a foreign language. They understand its necessity for their own life, sometimes, besides the school textbooks and lessons, they take advantage of additional opportunities for self-development. This is exactly the situation that should lead textbook authors to select materials that are relevant, interesting and feasible for content. Initially, such materials should include sociocultural information, especially if it is accompanied by authentic photographs, is new to students and is of interest, as well as educational materials, facilitating the formation of foreign language experience to make telephone conversations, communicate on the Internet, use relevant speech patterns in various social spheres. In the content of textbooks it is advisable to present tasks that encourage students to perform practical actions, causing their interest and need for them.

**The cognitive component of motivation** is consistent with students' self-assessment regarding their own abilities of self-realization as a creative person, in particular, with the ability to effectively organize the process of language learning and achieving the expected results in accordance with their capabilities, abilities, needs and their own development trajectory. Accordingly, textbooks need to offer a variety of verbal instructions-supports, which give students the opportunity to rationally organize learning. Among

them: *how to build a monologue utterance, write a plan, theses, announcements, etc.; how to sign a postage envelope; which speech samples to use during a telephone conversation; how to order by phone or via Internet a hotel room, a transport ticket; how to build retelling already read or heard text; by which speech patterns are guided for expressing one's impressions, doubts, joys, displeasure, insecurity, and the like.*

Such pragmatic communicative material should be presented in the content of textbooks for different classes in accordance with the topics and situations of communication: it can be presented in various forms, the author must motivate its need for educational communicative actions, then activate in various types of communicative activities (learning and speech situations, project works, role-playing games, etc.).

**The productive component of motivation** demonstrates the growth dynamics of the general motivation from conscious motives to personally significant ones. For this purpose, it is advisable, in our opinion, to use those activities, presented in the textbook, that encourage students to express their attitude to events and phenomena, intended for discussion on the content of texts for reading, auditing materials, illustrations, photos. The examples for the expression of this motivation component are learning and speech situations. Situational tasks, depending on students age characteristics and educational experience in different classes, require foreign language statements of different complexity levels: *to name, to characterize, to evaluate, to express one's attitude, to substantiate one's point of view*, and so on.

**The reflective (self-assessment) component of motivation** is created by interpreting and assessing by students the importance of learning tasks, which are declared by the content of the textbook. The basis for such reflexive actions is the informational quality of texts for reading, the content of learning and speech situations, the pragmatic aspect of various exercises and tasks that should help students to learn the experience of foreign language communication in oral and written forms. It is important that all learning material of the textbook is relevant, consistent with the age characteristics of school students, and in line with their interests and needs. As our studies show, if a subsection (lesson-paragraph) of a textbook contains an overestimated number of activities that are foreseen to be performed during one lesson, then students already at the first acquaintance with its content raise doubts about their own abilities to master it. In this connection, the authors of the textbooks objectively raise the question of the advisability for experimentally verifying this aspect when constructing the content of textbooks.

**The target component of motivation** is determined by the need of students to realize and independently analyze their own ability for successfully fulfilling the set learning goals. The psychological research of I. O. Zymnia emphasize that in the implementation of any learning activity, students subconsciously correlate their capabilities with the goals for which tasks are directed [4]. As is rightly noted by I. L. Bim, this pre-determines the need for students to formulate goal-setting skills, in particular this necessitates the formation of students' goal-setting skills, in particular the ability to be

aware of their communicative needs for studying the material presented in the textbook, to analyze and compare them with those declared by the curriculum; the ability to define additional goals for which their own need arises, although they are not provided for in the textbook [1, p. 57].

**The procedural (strategic) component of motivation** provides an opportunity for students to independently and consciously choose techniques, methods and forms of mastering the textbook's educational content in accordance with their individual characteristics, needs and expected results. A textbook should provide them with the opportunity to independently determine **the strategy of their own learning activity** (*by this term we mean the system of students' learning actions, which are able to provide optimal and at the same time effective ways of fulfilling the learning and cognitive goals of foreign language communication*), focusing their actions on the goals, provided by the implementation of the proposed exercises and tasks. If they coincide, then it can be argued about the possible effectiveness of learning content presented in the textbook.

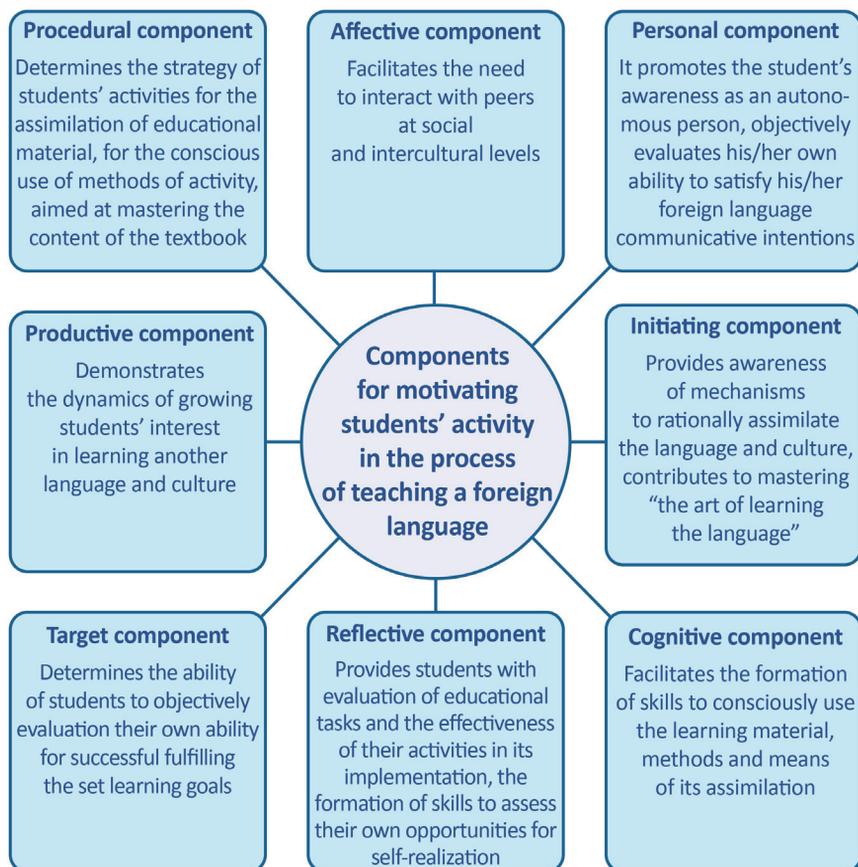
In foreign languages textbooks, according to this motivational component, the following tasks are practiced: *make a plan of your monologue; identify speech patterns that, in your opinion, it is advisable to use from the list of suggested ones to express ...; what words do you describe the event mentioned in the text for reading ...; express your attitude and justify your point of view* and the like.

So, a balanced system of various components for students' motivation in learning activity, aimed at mastering a foreign language as a means of intercultural communication, enables them to independently manage the trajectory of their foreign language development, to understand the importance of educational and cognitive (linguistic, speech, linguo-sociocultural) information contained in textbooks, allows to consciously master the ways of its assimilation, understand the need for acquiring a foreign language verbal and behavioral communicative experience in accordance with the goals of learning and their own foreign language communicative intentions.

The above information is presented in a generalized figure with a brief summary of the main characteristics for each component (fig. 1).

In order to evaluate the effectiveness of the above-mentioned methods and forms for motivating students' learning activity aimed at studying foreign languages, used in the content of prepared Spanish textbooks, we conducted questionnaires of 743 students (grades 4–11) in schools of seven regions of Ukraine and Kyiv. The analysis of the results in general showed that the overwhelming majority of respondents (84.4%) positively evaluated the system of motivating learning activity proposed by us in the content of textbooks, aimed at mastering students in foreign language communicative activity.

The results of the questionnaire do not indicate significant shortcomings in the creation of our textbooks; however, they serve as a basis for reflection on some revision of individual approaches to improving the system of motivation in foreign language learning activity of school students by means of textbooks content.



**Fig. 1.** Components of motivational activity provided by the content of school textbooks in foreign languages

**Conclusion.** The presented material gives us the opportunity to conclude that motivation plays an important role in the learning process, which has a positive effect on the success of student learning. Motivation of learning activity has a complex structural organization. The actions of the educational process motives are expressed in the student's attitude to learning. Motivation is interconnected with the activity, interest, independence of students. In learning activities, it is also advisable to use self-motivation techniques. In addition, a wide range of pedagogical rules for encouraging learning is offered. The quality of mastering learning material is influenced by numerous motives,

the knowledge and use of which can be considered the appropriate levers for improving the effectiveness of student learning activities. A modern textbook on foreign language is regarded as a polyfunctional means of teaching foreign language communication. It's an important means for motivating students' learning activity, so its motivating capabilities play a significant role in forming their interest in foreign language learning and stimulating them to do it. Based on the analyzed existing theories of learning motivation and scientific works on the problem of students' learning motives, the authors of this article identified eight integrated components of learning motivation, adapted them to the content of school course on the subject "a foreign language" and characterized them. All of these components are reflected in the content of the Spanish language school textbooks. The results of school students survey (grades 4–10) in different regions of Ukraine showed the effectiveness of their implementation.

The article is addressed to teachers of foreign languages, methodologists, authors of textbooks in foreign languages, postgraduate students, doctoral students, students of language departments of higher educational institutions.

In our opinion, an interesting aspect of this problem will be the study of motivation for students' learning activities in foreign language lessons in accordance with the requirements of the New Ukrainian School, especially in the context of subject and key competences formation.

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## ПІДРУЧНИК З ІНОЗЕМНОЇ МОВИ ЯК ЗАСІБ МОТИВАЦІЇ НАВЧАЛЬНОЇ ДІЯЛЬНОСТІ УЧНІВ ЗАКЛАДІВ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ

У статті проаналізовано сутність і види мотивів навчальної діяльності учнів закладів загальної середньої освіти у процесі оволодіння ними іноземною мовою. Розкрито роль сучасного шкільного підручника з іноземної мови, який своїм змістом має забезпечувати мотивацію до виконання школярами навчально-пізнавальної діяльності і сприяти реалі-

зації ними власних іншомовних комунікативних намірів. Автори розглядають сучасний підручник з іноземної мови як багатофункціональний засіб навчання іноземної мови, приділивши особливу увагу мотивації навчальної діяльності учнів. Виокремлено і схарактеризовано основні компоненти мотивації навчальних дій учнів, які адаптовано до змісту шкільного курсу з іноземної мови. Зокрема, автори розглянули такі компоненти: афективний (емпатичний), особистісний, ініціювальний, когнітивний, продуктивний, рефлексивний (самооцінний), цільовий, процесуальний (стратегічний). Результати анкетування учнів із різних регіонів України підтвердили авторські підходи до системи мотивації школярів у навчанні іноземних мов у змісті підручників з іноземних мов.

**Ключові слова:** мотивація, навчальна діяльність, іноземна мова, шкільний підручник.

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## **УЧЕБНИК ПО ИНОСТРАННОМУ ЯЗЫКУ КАК СРЕДСТВО МОТИВАЦИИ УЧЕБНОЙ ДЕЯТЕЛЬНОСТИ УЧАЩИХСЯ УЧРЕЖДЕНИЙ ОБЩЕГО СРЕДНЕГО ОБРАЗОВАНИЯ**

В статье проанализированы сущность и виды мотивов учебной деятельности учащихся учреждений общего среднего образования в процессе овладения ими иностранным языком. Раскрыта роль современного школьного учебника по иностранному языку, который своим содержанием должен обеспечивать мотивацию к выполнению школьниками учебно-познавательной деятельности и способствовать реализации ими собственных иноязычных коммуникативных намерений. Авторы рассматривают современный учебник по иностранному языку как полифункциональное средство обучения иноязычному общению, уделив особое внимание мотивации учебной деятельности учеников. Выделены и охарактеризованы основные компоненты мотивации учебных действий учащихся, которые адаптированы к содержанию школьного курса по иностранному языку. В частности, авторы рассмотрели такие компоненты как: аффективный (эмпатический), личностный, иницирующий, когнитивный, продуктивный, рефлексивный (самооценочный), целевой, процессуальный (стратегический). Результаты анкетирования учащихся школ из разных регионов Украины подтвердили авторские подходы к системе мотивации школьников к обучению иностранному языку в содержании учебников по иностранным языкам.

**Ключевые слова:** мотивация, учебная деятельность, иностранный язык, школьный учебник.