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INCREASE OF MOTIVATION IN THE PROCESS OF STUDYING FOREIGN LANGUAGE DURING RUSSIAN AGGRESSION**Ovsyanko G. V.**

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Annotation. Theses are devoted to the study of motivation in the process of learning a foreign language under martial law using the example of Admiral Makarov National University of Shipbuilding. Emphasis is placed on the need for the teacher to understand students' motives, to be able to identify them correctly and manage them intelligently in order to intensify the educational process. Resources and examples of their use are provided to encourage students to learn a foreign language.

Key words: motivation, internal motivation, external motivation, professional competence, foreign language, educational process, increasing motivation.

Introduction. In our time of globalization of all spheres of life, the question of the quality of education and requirements for the professional competencies of graduates of higher education institutions is acute. Foreign language professional competence has become one of the main skills of a modern specialist in any field. And the main impetus to start learning a foreign language, and later the driving force to support the long and often exhausting process of learning a foreign language is motivation. Dörnyei and Ryan believe that without sufficient motivation, even the most gifted cannot achieve long-term goals, and that curriculum and quality teaching alone do not ensure student achievement. Conversely, high motivation can compensate for significant deficiencies in both language abilities and learning conditions. [4, p. 65] And with the beginning of Russian aggression and the introduction of martial law in Ukraine, the conditions of study became the main obstacle for students to receive a quality education and to maintain an appropriate level of motivation to study any subject. The experience of increasing motivation to learn a foreign language in conditions of martial law and constant stress does not exist at all. Ukrainian teachers faced the problem of not only teaching the subject in the difficult conditions of war, but also overcoming all psychological obstacles and finding new ways to increase students' motivation to study.

The goal of the work. Investigate the role of motivation in learning a foreign language under martial law and find ways to improve it using the example of the Admiral Makarov National University of shipbuilding.

Main part. Motivation plays one of the key roles in the process of learning a foreign language by students of any age and specialty. Gender features and age are of great importance in the formation of motivation. Student age coincides with the beginning of the period of early maturity. This is the age of formation of stable personality qualities, stabilization of mental processes, high abilities for creativity, intellectual activity, self-development. At this age, a foreign language is considered a discipline that is not important for professional activity. And the teacher of a foreign language faces the primary task of creating a positive emotional perception of this subject and helping students to realize the need to study it. It is necessary to constantly remind about a foreign language as a means of obtaining new information on a specialized subject. Creating a positive attitude to a foreign language increases interest in the subject, stimulates students to work independently in the future.

Taking into account the individual psychophysiological characteristics of students is important for increasing motivation to learn a language. Knowing the individual characteristics of his students, the teacher can apply special techniques to them that facilitate learning a foreign language. [1, p. 59] The teacher needs to take into account the psychological characteristics of students, the type

of nervous system, memory. By building the right tactics of surveys and incentives, it is necessary to build students' confidence in their abilities and knowledge. When working with inert and anxious students, it is not necessary to demand from them immediate inclusion in work (especially in the stressful conditions of war): their activity in performing a new type of tasks increases gradually.

Back in the 60s of the last century, researchers of motivational processes Gardner and Lambert distinguished two types of motivation for learning a foreign language: instrumental and integrative. Instrumental motivation is a reflection of external needs. The goal of language learning with such motivation is not the desire of the student, but an external need. Integrative motivation is a reflection of internal needs and manifests itself with a desire to identify with the culture of the country whose language is being studied. Language becomes a means of communication with foreigners. It is obvious that the teaching of a foreign language requires a balance of these two types of motivation. [5] For this purpose, the Admiral Makarov National University of Shipbuilding selected approaches aimed at the formation of professional competences and having not only an educational, but also a life rationale.

In the process of forming and increasing the motivation to learn a foreign language, the following educational technologies are widely used by the teachers of Admiral Makarov National University of Shipbuilding both in peacetime and during Russian aggression:

- project method;
- the method of reading and correspondence in the open information space;
- debate method;
- game technology;
- problematic discussions;
- interactive learning technology.

The mentioned educational technologies are perceived differently at different faculties. Students majoring in "Psychology" are more willing to participate in problem discussions and debates, interactive learning, game technologies. Students of the Faculty of Economics and Mechanical Engineering and the specialty "Information Technologies" are more active in the preparation of projects, reading and correspondence in the open information space, working on the Coursera platform. This tendency is often due to individual psychophysiological characteristics of students, types of nervous system, memory, and temperament. After all, it is known that students of non-humanities and technical specialties are often introverts. Therefore, the psychological characteristics of students should also be taken into account when choosing teaching methods and tools.

When working with students of various specialties, it has been noticed that the most motivated are students who perform tasks in the foreign language of their specialty. It is these tasks that are close to real situations of professional communication and the acquired knowledge can be immediately applied in practice, because many students combine work, volunteering and study in these difficult times.

Conclusions. Motivation plays an important role in life and especially in learning of any individual. The nature of the motives determines the direction and content of his activity. Therefore, today, in the difficult conditions of Russian aggression and martial law, modern Ukrainian higher education institutions face the task of significantly updating the content of teaching foreign languages and introducing new ways of forming and increasing motivation to study foreign languages among future specialists. And the wide application of the latest pedagogical, psychological, technical means and Internet technologies will provide an opportunity to create various communicative situations and will allow bringing the learning process closer to real communication.

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УКРАЇНІЗАЦІЯ ВІЙНОЮ: ВИХОВАННЯ МОВНОЇ КУЛЬТУРИ СТУДЕНТІВ

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Анотація. Проаналізовано проблеми мовної культури студентів. Визначено головні шляхи формування мовної культури особистості у закладах вищої освіти.

Ключові слова: культура мовлення, мовна стійкість, українська мова, студенти.

Вступна частина. Наші студенти – це не тільки наше майбутнє, це наше сьогоднішнє, які в умовах війни показують нескореність духу, прагнення свободи та бажання жити й навчатися на своїй землі, у своїй країні, говорити рідною мовою. Безпрецедентне єднання суспільства на тлі війни безпосередньо впливає на ставлення до мови. Сьогодні чимала кількість російсько-мовних громадян України усвідомлюють важливу роль ідентифікаційної та державотворчої функції мови. Тому актуальним є питання збереження мовної стійкості громадян, усвідомлення кожним внутрішньої потреби грамотно спілкуватися засобами рідної мови, прагнення позбутися російсько-мовних кальок.

Метою роботи є висвітлення проблем мовної культури студентів, пошук умов та засобів забезпечення досконалого оволодіння основами культури української мови.

Основна частина. Мова – неоціненний скарб народу, який потрібно берегти й докладати чималих зусиль, щоб цим скарбом досконало оволодіти. Для піднесення мовної культури, виробленню умінь та навичок говорити літературною українською мовою важливо уникати невиправданих запозичень, росіянізмів, невдалих неологізмів, вульгаризмів тощо. Саме дотримання норм слововживання – важливий показник культури спілкування кожного мовця.

Як показує практика викладання курсу «Українська мова (за професійним спрямуванням)», мовну особистість формує мовне середовище. Якщо студент у родині, з друзями спілкується російською, то він не має змоги випробувати щоденне практичне володіння мови, довести його до автоматизму, тому, переходячи на українську в аудиторії, припускається низки помилок у слововживанні: *вірна відповідь, приймати участь, на сьогоднішній день, слідуюче питання, получати стипендію, мішає працювати, любою ціною, профсоюзний білет, сімейні відносини тощо*. Такі помилки свідчать про низьку культуру мови, бідність словникового запасу.