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ПРОБЛЕМЫ МОТИВАЦИИ В ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА  
В РЕСПУБЛИКЕ БЕЛАРУСЬ

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It's well known that those who own information – own the world. These words are apt to become the slogan of our modern, globalized civilization. However, to be able to learn the information provided, it is essential to master the language at hand first. For that reason and not that reason alone, today a solid command of foreign languages is regarded as one of the most crucial competences.

Numerous scientific researches have dealt with the aspect of motivation in connection with effective language learning over the last decades. According to psychologists Masgoret and Gardner there are two basic factors for motivation: Instrumental Motivation (language learning for practical goals) and Integrative Motivation (language learning for personal growth). While the first is immediate, the second is long-lasting. This may explain the phenomenon of a student being able to pass an exam but not being able to take part in a conversation. The ideal language learning should combine these two factors.

According to the late statistics, about two billion of people all over the world are speaking the English language, with 410 million of them being native speakers. In our country children begin to learn the English language at school. Accordingly, one should think that the mastery level among Belarusians must be quite high. However, Belarus is internationally ranking among the countries with the lowest percentage of English-speaking population.

In order to clear up this circumstance I have conducted a brief study consisting of a pre-test, a survey and analysis. 100 students of secondary schools and universities of Mogilev have been questioned. The core value of the questionnaire is the inquiry about the factors, which stimulate language learning. Following the pre-test I decided to evaluate the mastery levels of the most frequently learned language – English. For that purpose I used a standard ESOL questionnaire measuring the levels: beginner, pre-intermediate and intermediate (A,B,C). Due to the fact that the majority of the respondents claimed to feel comfortable using the English language I assumed that the results should largely scale between levels B and C. However, this assumption proved to be wrong. About 70 % of all respondents turned out to have insufficient command of the English language. Combined with the results from the pre-test this circumstance can probably be related to a one-sided motivation focusing on success at exams rather than a successful intercultural communication.

In conclusion I would like to say that, it is vital that learners could see the benefits of a foreign language for themselves. The role of educational programmes is to provide a setting that enables that.