набора из 30 слов, но в разных рандомизированных порядках с помощью различных типов вопросов (сопоставление, множественный выбор и короткий ответ). Чтобы предоставить дополнительную информацию о целевых словах и позволить участникам проверить их усвоение, была проведена серия веб-упражнений по словарному запасу.

Таким образом, использование цифровой игры в контексте образования в сфере сельского хозяйства не снижает успеваемости студентов по иностранным языкам. Мы рекомендуем включить этот метод в существующую педагогическую практику. Преподаватели должны понимать, что игры – это инструменты, которые сами по себе не могут служить заменой традиционных методов обучения, но при использовании различных стратегий они являются хорошим средством обогащения иноязычного словаря по профессиональной тематике.

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Types and sources of motivation in language learning

В статье исследуется мотивация в контексте изучения иностранного языка. Рассмотрены различные подходы к пониманию мотивации, основные классификации, виды и источники мотивации обучающихся. Для выявления наиболее эффективных источников мотивации был проведен опрос обучающихся из целевой группы. Результаты исследования показали, что студенты в большей степени руководствуются внутренней мотивацией. Полученные результаты могут помочь преподавателям выбрать наиболее эффективные способы мотивирования студентов для успешного обучения языку.

This article is a study of motivation in language learning. In the research we studied different approaches to motivation as well as types and sources of learners' motivation. To identify the most effective sources of motivation, a survey of students from a target group was conducted. The survey results showed that students are largely guided by intrinsic motivation. The obtained results can help teachers select the most effective sources of motivation for successful language teaching.

Motivation is one of the key factors that influence the success of second language acquisition. Motivation provides for the primary incentive to initiate learning of a foreign language and later on it appears to be the driving force to sustain long and often tedious learning process. Without sufficient motivation even individuals with learning agility and remarkable abilities cannot achieve long-term goals. Conversely, high motivation can ensure students' achievement even in conditions of considerable deficiencies in language aptitude and inappropriate curriculum. Gardner and Lambert [4, p. 174] point out that although learning achievement vastly depends on language aptitude, motivational factor can override the aptitude effect.

Scientists have proposed various concepts of motivation over the period of research in this field. According to Brown [1, p. 173] three different perspectives emerge:

1. From a behavioral perspective motivation is seen as the anticipation of reward. Driven to gain positive reinforcement and driven by previous experiences of reward for behavior people act accordingly to achieve further approval.

2. In cognitive terms motivation is based on the individual's decisions and depends on the choice people make as to what experiences and goals to achieve or avoid as well as on the degree of effort people apply to in this respect. Cognitive psychologists believe that people are driven by basic human needs such as exploration (desire to probe the unknown), manipulation, the need for physical and mental activity, the need for stimulation (necessity to be stimulated by other people, ideas thoughts and feelings), the need for knowledge (necessity to process the results of exploration, activity, stimulation and manipulation and to search for solutions to problems) and the need for ego enhancement (necessity to be accepted and approved by others which enhances self-esteem).

3. A constructivist view of motivation places a great emphasis on social context as well as on individual's personal choices. Each person is motivated differently and therefore acts at his or her own discretion in certain ways that are unique. But these ways are always fulfilled within the cultural and social context. In a constructivist view, motivation is derived from our interaction with the community, belonging and social status as well as from our self-determination.

To some extent all these theories may be applied to motivation to learn a foreign language. Learners can be motivated because they perceive the value (reward) of being bilingual, they meet the needs of exploration, stimulation, knowledge, self-esteem, and they fulfill it in unique ways in the social context. On the other hand, learners may be unmotivated to learn a foreign language if they fail to see the immediate reward, or if they connect the learning only to superficial needs, for example fulfilling the task at hand, or if they see no possibility to implement this skill in the social context.

Despite the fact that "motivation" is a term frequently used in both methodological and research contexts, there are diverse opinions on the exact definition of this concept. Ellis [3, p. 715] considers motivation as the attempt which learners make to master a second language because of "their need or desire to learn it". Lightbrown and Spada [5, p. 33] define motivation in second language acquisition as "a complex phenomenon which can be defined in terms of two factors: learners' communicative needs and their attitudes towards the second language community". They assume that if learners need to speak the second language for social interaction or professional fulfillment, they will be stimulated to obtain proficiency in it. This idea is further developed by Gardner and Lambert [4, p. 171] who introduce the concepts of integrative motivation (the desire to identify with and integrate into the target-language culture) and instrumental motivation (the wish to learn the language for purposes of study or career promotion). It is worth mentioning that in some learning environments it is difficult to distinguish between these two types of attitude to the target language. Moreover, due to the dynamic nature of motivation both motives of language learning for practical goals and for personal growth may prevail on certain stages of foreign language acquisition.

Another distinction is proposed by Brown [1, p. 168] who distinguishes between global, situational and task motivation. Global motivation is the overall orientation of the learner towards the foreign language acquisition. Situational motivation deals with the total environment of learning (that is a classroom). Task motivation is based on the way the learner approaches the specific task. Learning a foreign language requires some of all three levels of motivation. For example, a learner may have high global motivation but low task motivation to do written tasks. Global motivation may seem mainly determined by number of social factors and previous education, but it is also affected by the teacher's own attitude. As for the task motivation, it is where the teacher's role is of the utmost importance - in making the task as enjoyable as possible and in encouraging students to participate in it.

A third distinction is that between intrinsic motivation and extrinsic motivation. Intrinsic motivation is the eagerness to engage in the learning activities because an individual feels that they are captivating and enjoyable. It is related to the individual's identity and sense of well-being. Students who have intrinsic motivation are inclined to solve challenging linguistic problems and acquire knowledge from their

slips and mistakes. The reward is the enjoyment of the activity itself or a feeling of competence in doing the task. According to Penny Ur [6, p. 276], intrinsic motivation is associated with what has been termed 'cognitive drive' – the urge to learn for its own sake, which is very typical of young children and tends to deteriorate with age.

Extrinsic motivation is derived from external incentives. It means that students engage into learning activities because of the reasons which do not pertain to the activity itself. These reasons can be the anticipation of reward, teacher's admiration or evasion of punishment, for example being successful at the exam or getting a good mark.

We consider the third classification of motivation to be the most fundamental one, so our further research is based on it. For the purpose of the research let us consider the types and sources of intrinsic and extrinsic motivation.

According to Deci and Ryan [2, p. 5], three types of intrinsic motivation are knowledge, accomplishment and stimulation. Knowledge entails exploring new ideas, materials, information and thus developing knowledge. Accomplishment is related to achieving a goal and mastering tasks which gives a rewarding feeling of competence. Stimulation refers to achieving such stimulating feelings as appreciation, fun or excitement in the process of learning.

While intrinsic motivation is inaccessible to the influence of the teacher, extrinsic motivation can certainly be affected by teacher action. Here are some sources of extrinsic motivation:

1. Success

Learners need to be aware of their successful performance. If they succeed in accomplishing tasks correctly, they become more willing to apply further efforts and care in order to see progress since a previous performance. To enhance the learners' feeling of pride and satisfaction, the teacher may provide explicit support, for example, a nod, a tick or praise. Such support particularly motivates young, inexperienced or unconfident learners.

2. Failure

Occasional failures are inevitable in the learning process and can have stimulating effect on learners' progress in second language acquisition. If success is easily attained and there is no real possibility to experience failure, students tend to lose interest in the learning process. Good learners regard their failures as a challenge to succeed next time.

3. Competition

Learners are often motivated by the possibility to beat their opponents in a competition. However, the teacher should ensure that a linguistic contest is not fraught with stress or humiliation as it may demoralize learners, particularly those who are not very good at the language and therefore likely consistently to lose in competitions.

4. Tests

Teachers resort to tests as a useful incentive to motivate learners to study the specific material by the date of testing. The motivating power of tests appears to be beneficial provided they are not overused or too much stress attached.

5. Teacher

Teacher's personality can have the most motivational impact on language learners. This aspect relates to human side of teaching. Apparently, learners demonstrate high level of motivation if they respect the teacher as a professional and ideally like them as a person. Similarly the teacher has to understand the needs, goals and desires that learners bring to class from their lives outside and from prior experiences of learning. It is noteworthy that learners can be equally motivated by warm personal relations and authoritative demands on part of the teacher. Teachers use their authority to prompt students to go beyond what they might be willing to do on their own, towards the next stage in achievement.

To identify the most effective sources of motivation and assess its role in second language acquisition, we conducted a survey with participation of 100 first-and second-year students of Sevastopol State University. The respondents made their choice based on their personal experience of studying English. It is worth noting that the students in the surveyed group are the speakers of Russian and mixed-level English learners. For the purposes of the study we used a specially designed questionnaire with a list of intrinsic and extrinsic motivation sources. The students were offered to choose the most effective source of motivation that determines their progress in English learning. The survey outcomes demonstrate that the surveyed students are largely guided by intrinsic motivation.

So, based on the results of the survey the majority of the respondents (54%) consider intrinsic motivation to be the most effective in language learning. Among them 30% of the students are motivated by the idea of developing knowledge while learning a foreign language, and 24% of the students are stimulated by fun or excitement in the process of learning. As for the extrinsic motivation, the most effective motivating factor (17%) is the teacher's personality. The students point out that they are motivated by the teacher's professional competence and enthusiasm.

Summing up the results of our research it is important to note that both intrinsic and extrinsic types of motivation appear to be essential for foreign language learners. Thus, teachers should combine various motivating factors to provide for a positive outcome in teaching context.

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К вопросу о преодолимых сложностях
в изучении грамматических явлений английского языка

Статья посвящена рассмотрению основных сложностей, возникающих у обучающихся при обращении к грамматическим явлениям английского языка. Анализ основан на опросе учебных групп (обучающихся неязыковых образовательных организаций высшего образования), который позволил «от первого лица» выявить характерные языковые трудности у целевой аудитории. Указанные студентами/курсантами примеры языковых барьеров классифицированы и описаны в поисках действенных рекомендаций по их преодолению.

Ключевые слова: грамматика, структура языка, видовременные формы, образование форм, языковой менталитет, коммуникация

«Язык мне не дается. Я не понимаю, как правильно строить предложения». К сожалению, данная активная когнитивная позиция с непоколебимой настойчивостью, по наблюдениям авторов, проявляется в реализации языковой компетенции обучающихся неязыковых образовательных организаций высшего образования. Они упорно выстраивают свою иноязычную коммуникацию на основе набора языковых словарных единиц: номинатива – для кодирования любого существительного, независимо от синтаксической позиции и морфологических особенностей, и инфинитива – для любого глагола, вне выполняемых ими смысловых функций временного и видового характера. Сопротивление осознанному подходу к временной и видовой канве дискурса и грамотному ее использованию целевая аудитория зачастую объясняет сложностью форм ее выражения (47% опрошенных из 112 курсантов 1-го и 2-го курсов Санкт-Петербургского университета МВД России), их избыточностью (24% респондентов), нелогичностью (17% респондентов), ненужностью для передачи общего смысла сообщения (8% респондентов). 4% опрошенных обосновали избега-