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The Motivational Components in Teaching Foreign Languages in Russian Universities / Мотивационный компонент в обучении иностранным языкам в российских вузах

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Аннотация: Автор предлагает исследовать мотивационные стратегии и методы, которые могут быть использованы преподавателями для мотивации студентов к обучению иностранным языкам в условиях современного постиндустриального общества с виртуальным укладом, заинтересованного в профессионалах. Поскольку мотивация учащихся к обучению является двигателем учебного процесса, способность преподавателя обеспечить личную вовлеченность всех участников учебного процесса и реализовать максимальное усвоение материала позволяет повысить эффективность учебной деятельности. Цель исследования – глубокое изучение факторов, влияющих на

степень мотивации студентов к обучению, а также разработка практических рекомендаций для более эффективной работы преподавателей и руководства вузов по подготовке переводчиков и преподавателей иностранных языков. Использована комбинация следующих методов: мотивационная беседа-интервью; метод фокус-группы; анкетирование расширенного контингента учащихся; письменное творческое задание; анализ и обработка результатов анкетирования и составление таблиц статистических данных; метод наблюдения за поведением и действиями учащихся во время обучения. Всего опрошены 1104 студент из 45 групп. Научная новизна исследования заключается в комплексном рассмотрении разных аспектов мотивированности к обучению переводчиков и преподавателей иностранных языков. Разработаны практические рекомендации для стимулирования учащихся к эффективному обучению. Основные выводы исследования: В целях повышения мотивированности студентов к обучению рекомендуем: 1. Создавать мотивирующую обстановку и помогать студентам видеть четкие достижимые цели и пользу обучения. 2. Уделить внимание возможностям геймификации процесса обучения, что позволит его индивидуализировать, усилить мотивацию, коммуникативные навыки и поможет видеть свой прогресс и достижения. 3. Применять разнообразные методы обучения. 4. Семья и преподаватель могут и должны быть источником вдохновения и поддержки для студентов. Родителям и педагогам следует помнить об этом и поддерживать своих подопечных. 5. Предлагаем преподавателям использовать интенсивные методы обучения, что призвано стимулировать мотивацию студентов через быстрый прогресс, погружение в языковую среду, социальное взаимодействие, разнообразие видов деятельности, обратную связь и оценку и практическую направленность. 6. Рекомендуем преподавателям и руководителям стремиться нивелировать демотивирующие факторы обучения, вызванные, отсутствием практики, неправильным подходом, негативным сравнением и деструктивной критикой.

Ключевые слова:

мотивационный компонент, профессиональный переводчик, преподаватель иностранных языков, факторы мотивации, эффективное преподавание, информационное общество, профессиональные навыки, теория мотивации, демотивирующий фактор, проведение анкетирования

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Introduction

According to Abraham Maslow's hierarchy of needs (1943), self-actualization is at the top of the pyramid of needs, which is associated with motivation [1], of which the formation is a long process that develops conditionally in three stages.

In the first stage, the student is presented with the value of self-development. Next, the stage of acceptance or non-acceptance of this value unfolds. Learning is realized only at the third stage when a situation involves overcoming difficulties and prompting the student to apply a certain value. Thus, a behavior model is formed repeatedly based on this value [2].

The formation of the value of students' foreign language communication skills involves solving the following tasks:

1. Formulation (presentation) of the value of foreign language communication skills.
2. Creating certain communicative situations, using techniques and models to realize the value of foreign language communication.
3. Organization of activities in the framework of foreign language communication.

This research examines strategies and methods teachers can use to support and develop students' motivation to learn a foreign language.

The purpose of the study is to examine the factors influencing the motivation of university students to learn foreign languages in depth and to develop practical recommendations for more effective work from university teachers and management in training translators and teachers of foreign languages.

The objectives of this study included the following:

1. Identify and analyze factors that positively or negatively affect students' internal and external motivation to learn foreign languages.
2. Develop and evaluate the effectiveness of methodological approaches, programs, and tools that stimulate students' motivation to learn foreign languages.
3. Considering the family and the teacher as a source of motivation for students to learn foreign languages.
4. The study of the impact of the prospect of acquiring professional skills on students' motivation to study. The research aims to help understand how to maintain and strengthen motivation to teach translators and teachers of foreign languages in the long term.
5. Review existing scientific research to broaden our understanding of how Russian university students are motivated to learn foreign languages.

Methodology. This study used different methods to obtain a complete picture of motivation to learn foreign languages. This allowed us to establish which factors influence a student's desire and interest in learning.

At the first stage of the work, a motivational conversation was conducted—interviews with students from 14 groups of the "linguistics" direction of the "translation studies" profile (seven groups from one to four years of study) and the "theory and teaching methods" profile (seven groups from one to four years of study). The conversations with the students allowed us to ask open-ended questions and learn more detailed and in-depth motives and interests for learning. Several structured interviews and unstructured discussions were conducted.

In addition, the focus group method was used. In this method, students were divided into small groups to exchange opinions and ideas about the factors motivating them to learn foreign languages. The focus groups helped identify the students' motivational factors and preferences through discussion and interaction.

During the group talks, students were asked what motivated them to learn foreign languages and what demotivating factors affected their learning activities. The students' answers varied. The teacher drew the students' attention to the fact that some of the variants of these answers concerned external motivation, and some of the mentioned motivating and demotivating factors expressed the degree of internal motivation of the

students [\[3\]](#).

At the next stage of the study, students performed individual written work. The task was to describe the factors that motivate and demotivate them personally in teaching foreign languages.

The third stage of the study included analyzing and processing the results of students' written responses and developing a questionnaire based on the collected material.

In the fourth stage, a survey was conducted with the involvement of an expanded contingent of students. During the survey, participants were asked to mark the items that reflect their expectations, goals, interests, and expected benefits from their studies. At this stage of the study, students from 45 groups in the linguistics field were involved: 20 groups were studying the theory and methods of teaching profile, and 25 groups were studying the translation studies profile. A total of 1,104 students participated in the study.

The fifth stage of the study consisted of analyzing and processing the survey results and compiling tables of statistical data based on the study results (see Appendix 1).

Another method used in this study is observation. Observing students' behavior and actions during training revealed factors that affect motivation, such as the level of activity, participation in group and pair discussions, emotional satisfaction with achievements, reaction to evaluation of achievements, and other indicators of enthusiasm for learning.

The results of the study

Motivation plays an important role in teaching foreign languages. It encourages students to study the language diligently and helps them achieve better results. Learning a foreign language can be an exciting and inspiring experience, but sometimes, students face difficulties maintaining motivation throughout the learning process. So, what key factors can help students stay motivated and succeed in learning foreign languages?

They separate internal and external motivation.

Intrinsic motivation is a powerful factor that can be crucial to achieving success in this process. Learning foreign languages requires time, effort, and a constant commitment to development. Let's examine intrinsic motivation and why it is a key factor in this process.

Intrinsic motivation is the drive and satisfaction that a person gets from the very process of learning a language, not just from external rewards or recognition. It is an inner force that motivates students to continue learning, even when faced with difficulties [\[4\]](#).

1. Autonomy and self-determination: For 73% of students, a sense of autonomy and self-determination is a key aspect of intrinsic motivation. When students choose the goals, teaching methods, and topics that interest them, they feel more responsible and in control of their learning process. This, in turn, stimulates their internal motivation [\[5\]](#).

2. Satisfaction from achievements: Successes and achievements in learning a foreign language are a powerful source of internal motivation for 75% of the MMU students surveyed. When students realize their progress and improvements, they are satisfied with their achievements, which motivates them to continue working hard to improve their skills [\[6\]](#).

3. Intellectual and emotional development: Learning a foreign language not only contributes

to developing communication skills but also stimulates the intellectual and emotional development of 97% of students. Learning new words, grammatical structures, and cultures broadens their horizons and abilities, which in itself is a powerful incentive for internal motivation [\[7\]](#).

4. Striving for self-development: 84% of students with intrinsic motivation strive for continuous self-development and self-improvement. They see learning a foreign language not only as a task but also as an opportunity to expand their knowledge and skills and improve their cultural competence.

Intrinsic motivation is the secret to success in learning foreign languages. When a student finds inner strength and a passion for learning, difficulties become temporary obstacles. This motivation supports continuous development and turns learning a language into a pleasant journey that brings inner satisfaction.

External motivation is no less important and often inspires students to master foreign languages. Extrinsic motivation plays a vital role by providing the student with external incentives and rewards. It can complement and support internal motivation, helping students achieve success. Let's look at what external motivation factors can help teach foreign languages.

1. 77% of the students surveyed noted recognition and praise from teachers, parents, or colleagues, which is a powerful incentive for students. After seeing the results of their efforts, the student feels satisfied and is motivated to develop further. Praise can be expressed through diplomas, certificates, or words [\[8\]](#).

2. Providing students with the opportunity to put the language they are learning into practice inspires 89% of survey participants to continue their studies. This can be organizing an international student exchange, traveling, or participating in global projects where students can use their language skills in real life. It is important to show students how they can use their knowledge of a foreign language in real life. For example, you can arrange communication with native speakers, visit a country where the language you are learning is spoken, or give examples of situations in which knowledge of a foreign language will be helpful to students in the future. Students often find great motivation in using language in practice, especially in real communication situations. Interacting with a native speaker or other students who are also learning the language helps students feel the value and effectiveness of their learning [\[9\]](#).

Defining a specific goal and understanding how a foreign language can be useful in everyday life are strong incentives to learn. For example, a student may set a goal to communicate fluently in a foreign language while traveling or expand their career opportunities. Understanding the practical application of a language helps students see its value and stimulates learning efforts.

3. Competitions and awards: The organization of competitions and the presentation of awards are noted as a positive addition and, sometimes, the main incentive for 63% of students. Participation in linguistic competitions, Olympiads, and other programs, as well as awards for achievements, helps students feel an external incentive and strive for better results. By setting small achievable goals and rewards for students when they achieve these goals, the teacher can effectively motivate their learning. For example, students can receive a star or a stamp in their progress log when studying each new grammar topic. This helps them see their achievements and encourages them to new successes [\[10\]](#).

Classroom games and competitions add an element of fun and stimulate learning. This can be a competition for knowledge of words, grammar, or communication skills that help students engage in learning. The use of games, quizzes, contests, and other interactive methods of work during classes makes the learning process more exciting and allows students to achieve success and progress. Gamification of the learning process is especially relevant for consolidating the studied material and controlling speech skills [\[11\]](#).

Gamification as a motivating factor in learning foreign languages can become an effective tool that stimulates and motivates students to engage in active and productive activities. Gamification of the learning process involves using game elements in a non-game environment. In education, gamification creates educational games and tasks that help students remain motivated and engaged in learning a foreign language. It creates an atmosphere where learning becomes interesting, entertaining, and fun [\[12\]](#).

One of the main advantages of gamification in teaching foreign languages is the individualization of the learning process. Game tasks help adapt the learning process to each student's individual needs. Thanks to this, students can progress at their own level and according to their abilities and capabilities.

Educational games make the learning process more exciting. They create a competitive atmosphere and offer the opportunity to receive rewards or reach a new level. This encourages students to complete assignments and develop language skills. In addition, educational games allow students to apply the acquired knowledge in practical situations, contributing to deeper memorization and understanding of the material [\[13\]](#).

Gamification also contributes to the development of students' communication skills. Often, game tasks require cooperation, communication, and information exchange between participants. This helps students improve their ability to communicate effectively in a foreign language and develop listening and speaking skills [\[14\]](#).

Finally, gamification allows students to observe their progress and achievements. A progress tracking system can be integrated into a game application or platform where students can see their achievements, scores, and levels. This gives them a sense of progress and success, encouraging them to pursue further studies and learn the language more seriously [\[15\]](#).

4. The support of the social environment, including friends, family, or colleagues, strongly influences the external motivation of 82% of surveyed participants. Communication with people who share their interests and goals creates an atmosphere of support and inspires the student to further achievements.

5. Structured goals and plans: Setting clear goals and realizing the benefits students will receive from learning a foreign language are important motivating factors for 68% of students. Students should see what opportunities open up to them if they are proficient in a foreign language and what advantages this will bring them to their career and personal lives [\[16\]](#).

Setting structured goals and plans can help students stay motivated. For example, a student may set a goal to pass a certain language exam or achieve a certain level of language proficiency by a certain date. These goals and plans create clear guidelines and encourage students to achieve results. The teacher must help students identify their language learning goals and develop plans to achieve them. Learning a foreign language

can be difficult and time-consuming, so clear goals will help students stay motivated throughout their studies.

Extrinsic motivation can be a powerful tool for inspiring and stimulating students. It complements internal motivation and helps students overcome difficulties by making them aware of external rewards and recognition. Maintaining a balance between external and internal motivation is essential for learning foreign languages and making it a pleasant and inspiring experience.

It is undoubtedly important for higher school teachers to see the differences between the motivation of schoolchildren and university students in teaching foreign languages [\[17\]](#), which are due to the following factors:

a) Compulsory education: In many countries, teaching foreign languages at school is compulsory, and students may experience external pressure or a source of motivation in the form of grades and curriculum requirements. At the same time, university students who choose a foreign language as their subject often do so voluntarily out of interest in the language and culture of the country concerned.

b) Learning goals: For schoolchildren, learning foreign languages may be mainly related to passing exams, getting high grades, and pursuing further educational opportunities or career prospects. On the other hand, university students often study a language for more specific purposes, such as analyzing a particular country's linguistic and cultural aspects, preparing for an internship or work abroad, or learning a language as part of their chosen profession.

c) Level of maturity and responsibility: University students are usually more mature and independent than schoolchildren. They have more freedom of choice, control over their studies, and the opportunity to study foreign languages. This may affect their motivation and the degree of diligence they show in learning the language.

d) Practical benefits and communication with native speakers: University students, especially those who plan to work abroad or immerse themselves in an environment where the language they are learning is used, are motivated by practical benefits and the possibility of applying the acquired knowledge in real life. However, due to the limited communication opportunities with native speakers, such motivation may be less pronounced among schoolchildren.

5. Socio-cultural factors: Interest in certain countries and their cultures also influences the motivation of schoolchildren and university students. Schoolchildren may be more receptive to new cultural claims and excursions. At the same time, university students often have the opportunity to learn a foreign language and related cultural aspects in a deeper and more informed way. Interest in the culture and history of the country where the language being studied is spoken becomes a powerful source of motivation. The more schoolchildren and students learn about culture, literature, music, and cinema related to language, the greater their involvement and motivation in learning foreign languages [\[18\]](#).

Despite differences in motivation, it is important to stimulate and maintain the interest of students and schoolchildren in learning foreign languages, as language skills can become valuable assets in their personal and professional lives.

6. Family is indicated as a powerful motivating factor in learning foreign languages by 59% of students. Here are some ways to stimulate a student's interest and motivation to learn a

foreign language in the family.:

a) Support and praise: When the family supports and praises the student for their success in learning a foreign language, it strengthens their confidence and motivation. When students see that their efforts bring results and recognition from relatives, they become more interested in continuing to learn the language.

b) Communication in a foreign language: If family members communicate in the language the student is learning or support the student in their foreign language practice, this helps the student gain more opportunities to speak the language and confidence in their skills. When students see that their relatives communicate effectively in a foreign language, it stimulates their desire to master the language at least as well.

c) Travel and interests: Family trips or shared interests in foreign-speaking countries or cultures can motivate the student. They may perceive language learning as a means to better understand and interact with the world around them. This may encourage the student to continue studying and improving in a foreign language, travel to the country they are interested in, or realize their interests.

d) Common goal: If all family members share a common goal of learning a foreign language, this can strengthen the student's motivation. Mutual support and encouragement in achieving language goals can be powerful motivating factors.

e) Example and inspiration: Students may want to achieve the same results when they see that their parents or other relatives have good language skills or are successfully learning a foreign language. The example of successful relatives or friends can inspire and motivate students.

The family is very important in supporting and stimulating a student's motivation to learn a foreign language. Support, communication, common goals, and successful examples can help strengthen a student's interest and motivation to succeed [\[19\]](#).

7. The teacher plays a vital role as a source of motivation for 85% of students learning foreign languages. However, motivation is individual for each student, so the teacher should communicate more with students to understand their interests and needs and adapt their motivation methods to them. Thus, a teacher can be a source of motivation for students [\[20\]](#).

a) Creating a supportive and friendly atmosphere: The teacher should create an environment in which students feel comfortable and confident so that they are more inclined to actively participate and use the language they are learning. Learning a foreign language in a group or with an exchange partner can increase a student's motivation. Interaction with other students, group support and collaboration, and the exchange of experience help create a favorable learning environment. Discussing progress and achievements with fellow students also stimulates the student to new successes [\[21\]](#).

b) Setting realistic and achievable goals: The teacher should set realistic and achievable goals for students within their level of knowledge. Regularly achieving goals helps students feel their own successes and see progress in their studies. It is important to keep updating goals and rewards. Setting small, achievable goals and rewarding students for achievements will help maintain motivation throughout the learning journey. For example, students can be rewarded with a trip to the cinema or a favorite book in a foreign language.

c) Constant feedback: The teacher should regularly give students feedback on their successes and improvements. The input can be positive, such as praise or constructive feedback, pointing out mistakes and possible areas for development. Receiving feedback helps students understand their strengths and weaknesses and continue to develop. Praising students for their achievements in language learning and supporting them when they have difficulties help students overcome obstacles [\[22\]](#).

d) Progress assessment: The teacher develops a student achievement assessment system with clear criteria, allowing students to see their progress over time. This helps students evaluate their progress and encourages them to improve their speech skills further. Reward and praise for achievements are decisive motivational factors. Teachers can use positive reinforcement, such as rewarding students for completing assignments or encouraging them to participate in projects. This helps students feel more confident in their abilities and continue to develop [\[23\]](#).

e) Using various teaching methods: A teacher should use various teaching methods to ensure that learning approaches are consistent with students' different learning styles. Monotony reduces a student's motivation. Therefore, using a variety of learning methods, such as reading, listening to audio materials, watching movies, using intensive work methods, project activities, collective learning methods, and interactive online resources, helps maintain interest and engagement in the learning process. Varying materials, assignments, and activities help keep students interested and motivated. By providing students with various materials to study, such as films, songs, books, and podcasts, the teacher considers students' interests and helps them find materials that engage them and help them master speech skills [\[24\]](#).

f) Involving students in the decision-making process: The teacher can involve students in making decisions about their studies, such as choosing a project topic or using certain educational materials. This helps students feel their active role in learning and enhances their motivation and responsibility.

g) Personalized learning: Learning a foreign language should be related to students' interests and needs. Teachers can use different methods and lesson content to make them more interesting and relevant to students. For example, they can use materials from modern culture, such as videos, music, and interactive games, that reflect students' interests. Taking into account students' individual needs and interests can significantly improve their motivation. Teachers can help students set their own learning goals and plans and provide personalized materials and learning approaches.

8. Developing professional translation skills is an important aspect of motivating 91% of students studying "translation and translation studies" to study. Here are some key elements of motivation in training translators:

a) Understanding the profession's importance: Future translators who are motivated to learn to realize the importance of their profession and its impact on society. They understand that translation plays a key role in implementing intercultural communication and promoting mutual understanding between people [\[25\]](#).

b) Purpose and planning: Future translators have a clear learning goal and understand how this goal will help them develop their translation skills. They create an action plan to achieve this goal, set milestones, and evaluate their progress.

c) Passion and interest: Good motivation arises from passion and interest in learning. Translation students find satisfaction in learning new translation techniques and expanding their knowledge of language and culture.

d) Stimulating environment: Translation training should take place in a stimulating environment where students receive feedback and support from experienced teachers and colleagues. Positive support and recognition of success help increase motivation.

e) Opportunity for growth and development: Translators should see development prospects in their profession, such as the opportunity to work on various types of translation or specialize in a particular field. The opportunity for continuous growth and development stimulates learning.

f) Practical application: Translators must see the practical results of their training. For example, they can apply their new translation skills to real projects or get decent jobs in the field.

Combining these factors helps motivate translation and translation studies students and supports their learning and development of professional translation skills.

9. Motivation plays a vital role in teaching foreign languages, especially for future foreign language teachers. Teaching a language requires a high level of knowledge and skills and the ability to transfer this knowledge to others, which 79% of MMU students noted in the "theory and methods of teaching" field of linguistics.

a) One of the key motivating factors is a passion for languages. Future teachers of foreign languages show interest and desire to study different languages and cultures. The interest in various languages is motivated by the desire to understand and interact with other cultures, expand their horizons, and enrich their life experience. The passion for languages helps future teachers overcome the difficulties associated with learning a language and continue to develop in this field [\[26\]](#).

b) For future foreign language teachers, an important motivation factor is also the desire to help others learn a new language. It is essential to understand that teaching a foreign language can inspire and improve the lives of others. Motivation from the satisfaction and achievement of helping students becomes a strong driving factor for future teachers.

c) Confidence in one's language skills also significantly motivates future foreign language teachers. The better a future teacher learns a foreign language, the more confident he is in successfully teaching this language. Language proficiency affects the ability to explain complex concepts, correct mistakes, and inspire students.

d) Social and professional realization also motivates future foreign language teachers. Students interested in a career as a foreign language teacher strive to develop their professional skills and become active participants in scientific or practical research in language teaching. They are also looking for opportunities to participate in conferences, seminars, and training to expand their knowledge and experience [\[27\]](#).

In summary, future foreign language teachers are motivated to learn languages through a passion for languages, a desire to help others, confidence in their own skills, and the possibility of achieving professional realization. These factors allow future teachers to improve their language skills and become a source of inspiration and motivation for their students, helping them succeed in learning a foreign language.

10. Multi-language proficiency: Motivation in teaching polyglots plays a key role in achieving success in mastering several languages for 56% of the participants in the MMU study. Along with English, students of Moscow International University also study German, French, Spanish, and Chinese from their first year of study. Here are the factors that motivate them to learn several foreign languages.:

a) Purpose and benefits: Polyglot students are motivated to learn several languages if they set a clear goal of mastering them and realize the benefits they can gain from them. For example, they note that knowledge of several languages will improve their professional skills, broaden their horizons and communication skills, and allow them to immerse themselves in different cultures [\[28\]](#).

b) Opportunity to practice: Polyglots should use their speech skills to improve themselves and become more confident in their language skills. This may include communicating with native speakers, learning a language in a country where it is official, and finding ways to incorporate the language into their daily lives.

c) Passion and interest: The motivation of polyglots arises from a passion and interest in languages and cultures related to these languages. Polyglots are satisfied with studying grammar and vocabulary, learning new linguistic features, and understanding the unique aspects of different languages [\[29\]](#).

d) Feedback and recognition: Polyglots are motivated by receiving feedback and recognition for their achievements. They seek support and confirmation of their efforts from other students or teachers, which helps them continue developing [\[29\]](#).

e) Self-affirmation: Sometimes, polyglots are motivated by the desire to prove their abilities and achievements in mastering several languages. They strive to prove to themselves and others that they are capable of achieving a high level of proficiency in different languages [\[30\]](#).

f) Learning about new cultures and expanding their worldview: Polyglots are also motivated to learn languages to better understand different cultures. They see language as the key to expanding their worldview and gaining a deeper understanding of different lifestyles [\[31\]](#).

Every polyglot has their own motivations and factors that inspire them to learn multiple languages. Maintaining and cultivating this motivation to succeed in mastering multiple languages is important.

11. The use of intensive methods of teaching foreign languages deserves special attention as a motivating factor for students. 68% of the Moscow State University of Linguistics students who participated in the survey indicated the importance of their use in teaching. Here are a few circumstances that allow intensive methods to play an important role in motivating students:

a) Rapid progress: Intensive methods of teaching foreign languages allow students to achieve rapid results. When a student sees that they can improve their language skills quickly, this stimulates their motivation and desire to continue learning [\[32\]](#).

b) Immersion in the language environment: Intensive methods allow students to completely immerse themselves in the language environment. The opportunity to listen, speak, write, and read in a foreign language for most of the academic year helps improve students' skills

and strengthens their confidence in using the language [\[33\]](#).

c) Collective interaction and cooperation: Intensive methods involve working in small groups or pairs. Students interact and collaborate, which creates conditions for showing support for each other, sharing experiences between participants, and stimulating motivation through social interaction [\[34\]](#).

d) A variety of activities: Intensive teaching methods involve students in a variety of activities, including games, role-playing, discussions, and other interactive forms of work. This keeps students interested and helps them actively engage in the learning process.

e) Receiving feedback and evaluating progress: Intensive methods allow for more frequent feedback and assessment of student progress. Regular teacher feedback and self-assessment help students see their progress, which supports their motivation and encourages further efforts.

e) Communicative goal: Intensive foreign language teaching methods often focus on the communicative goal, which is for students to use the language in practice to solve real-world problems. This practical focus helps students see the direct application of their language skills, which also increases their motivation.

Teaching foreign languages to students is undoubtedly a complex and time-consuming process. In the process of learning foreign languages, students face various challenges and obstacles that can have a demotivating effect on their success. Within the framework of this study, the following demotivating factors were identified in teaching foreign languages to students.

1. 26% of students have difficulty maintaining stable motivation and increased interest in learning a foreign language due to a lack of clear goals and understanding of the practical benefits of language learning.

2. Another important demotivating factor for 30% of students is the lack of practice opportunities. Learning a foreign language requires regular practice to develop skills and increase confidence in using the language. However, some students face limited opportunities to practice, especially if they do not have access to native speakers or communication with people who speak that language.

3. Insufficient training and an incorrect approach to language learning are demotivating factors for 23% of MMU students. If students lack the necessary skills and knowledge to learn a language effectively, they experience difficulties and do not achieve the desired results. Poor preparation and the wrong approach lead to insufficient progress and cause frustration among students.

4. Also, among the demotivating factors, 37% of students mentioned comparing themselves negatively with other students or receiving insufficient support from others. Negative comments on their work results or low self-esteem significantly undermine students' motivation and worsen their learning outcomes in foreign languages.

5. Lack of time and other personal commitments demotivate 48% of students. Learning a foreign language requires a lot of time and constant effort, and students find it challenging to organize their time and balance language learning with other activities or responsibilities.

6. Destructive criticism of the teacher is noted by 37% of students as a factor that

significantly negatively impacts their motivation to learn foreign languages [\[35\]](#). Here are a few consequences of destructive criticism from a teacher.:

a) Decreased self-esteem: When a teacher openly criticizes and corrects a student's mistakes without considering their efforts and progress, this can lead to a decrease in self-esteem. Students often write that they feel incapable and incompetent, negatively affecting their motivation to continue learning the language [\[36\]](#).

b) Deterioration of communication: Destructive criticism creates an unpleasant and tense atmosphere in the classroom, making it difficult for students to communicate freely. The fear of making mistakes and receiving criticism limits students' ability to express their thoughts and ideas in a foreign language [\[37\]](#).

c) Loss of interest: Constant destructive criticism leads to a loss of interest and motivation to study. Students feel that no matter the amount of effort they put in and the degree of progress they make, they will always be insufficient and face a negative assessment.

d) Deterioration of self-organization: Destructive criticism makes it difficult for students to organize their work and streamline their learning processes. They feel that regardless of their efforts, they will still be subject to criticism and mistakes [\[38\]](#).

e) Decreased motivation: Ultimately, destructive criticism can decrease a student's overall motivation to learn a language. They may lose faith in their abilities and stop seeing the point of continuing the learning process.

Conclusion.

Motivating students to learn foreign languages is a complex process that requires attention from teachers and students. To increase students' motivation to learn foreign languages at universities, we recommend:

1. To support students, create a motivating environment, and help them see the purpose and benefits of learning a foreign language, which contributes to productive and more effective learning. The organization of learning based on support, encouragement, and constructive criticism helps to create a positive and motivational environment for students. This makes them feel more confident in their skills and ensures more effective language acquisition.

2. Pay attention to the possibilities of gamification of the learning process, which will allow it to be individualized, strengthen motivation and communication skills, and help students see their progress and achievements. Therefore, integrating game elements into the educational process is becoming increasingly popular and is widely used in modern language teaching methods.

3. Set clear, achievable goals, maintain interest, and use a variety of learning methods. Remember that each student is unique, so finding an individual approach to motivating them is key to success in learning a foreign language.

4. Family and the teacher can and should be a source of inspiration and support for students, helping them overcome difficulties and succeed in learning a foreign language. Parents and teachers should keep this in mind and support their students in every possible way.

5. We suggest that teachers actively apply intensive language teaching methods, which are

also designed to stimulate students' motivation through rapid progress, immersion in the language environment, social interaction, a variety of activities, feedback, and evaluation, and a practical focus.

6. We recommend that teachers and university leaders keep in mind that demotivated students lead to a reduction in their success in learning foreign languages. Various reasons, including lack of motivation, lack of practice, incorrect approach, negative comparison, and destructive criticism, can cause this. Understanding and considering these factors will help teachers adhere to more effective and stimulating approaches to teaching students foreign languages and create effective methods of working with their students.

This research's scientific novelty lies in its comprehensive and diverse consideration of various aspects of the motivational component of teaching translators and teachers of foreign languages. Motivating and demotivating factors influencing students' internal and external motivation to learn foreign languages have been identified and analyzed. Practical recommendations and tools have been developed to encourage university students to learn effectively.

The authors adhere to the position that the demands made by the virtual information environment of modern human existence imply the need for urgent qualitative changes in the old ways of routine work, which we continue to adhere to by inertia. In an attempt to meet the increasing pace of change that requires flexibility, lability, and adaptability of specialists, especially in dynamic systems, such as translation and foreign language teaching, these specialists primarily have to master the supra-professional skills of personal effectiveness, interpersonal communication, social competencies, and the ability to plan in conditions of instability and constantly changing reality. The ability to self-develop, make creative breakthroughs, possess professional intuition, anticipate vectors and trends of development in professional fields of activity, and penetrate the essence of things and processes are becoming integral qualities of modern specialists. To meet such requirements, current students, as future specialists, must be highly motivated to study and follow professional activities.

Appendix 1	
Sources of motivation for teaching foreign languages to students of the field of Linguistics in the fields of Translation and Translation Studies and Theory and Teaching Methods at ANOVO MOSCOW INTERNATIONAL UNIVERSITY	
Internal motivation	
1. Autonomy and self-determination	73%
2. Satisfaction from achievements	75%
3. Intellectual and emotional development	97%
4. Striving for self-development	84%
External motivation	
1. Recognition and praise	77%
2. Language application possibilities	89%
3. Competitions and awards	63%
4. Support for the social environment	82%
5. Structured goals and plans	68%
6. Family	59%
7. The teacher	85%
8. Development of professional translator skills	91%
9. Development of professional skills of a foreign language teacher	79%

10. Multi-language proficiency (polyglot skills)	56%
11. Using intensive teaching methods	68%
Demotivating factors	
1. Lack of clear goals and understanding of practical benefits	26%
2. Lack of practice opportunities	30%
3. Insufficient preparation and incorrect approach to language learning	23%
4. Negative comparison with others or insufficient support	37%
5. Lack of time and other personal commitments	48%
6. Destructive criticism of the teacher	37%

1.

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Результаты процедуры рецензирования статьи

В связи с политикой двойного слепого рецензирования личность рецензента не раскрывается.

Со списком рецензентов издательства можно ознакомиться [здесь](#).

На рецензирование представлена работа «Мотивационный компонент в обучении иностранным языкам в российских вузах».

Предмет исследования. Работа направлена на исследование мотивационных стратегий и методов, которые могут быть использованы преподавателями для поддержки и развития мотивации студентов в процессе обучения иностранному языку. Особое внимание было уделено глубокому изучению факторов, влияющих на мотивацию учащихся вузов к обучению иностранным языкам и разработке практических рекомендаций для более эффективной работы преподавателей и руководства вузов по подготовке переводчиков и преподавателей иностранных языков. В целом, автором поставленные цель и задачи были достигнуты.

Методология исследования опирается на работы отечественных и зарубежных ученых, которые рассматривают поставленные проблемы. Автор провел теоретический анализ и эмпирическое исследование, проанализировал результаты, сделал обобщающие и подробные выводы.

Актуальность исследования обусловлена тем, что изучение мотивационного компонента в обучении играет определяющее значение для результативности обучения.

Научная новизна исследования. Автор в процессе исследования:

- комплексно и разносторонне рассмотрел разные аспекты мотивационного компонента обучения переводчиков и преподавателей иностранных языков;
- выявил и проанализировал как мотивирующие, так и демотивирующие факторы влияния на внутреннюю и внешнюю мотивацию учащихся к обучению иностранным языкам;
- разработал практические рекомендации и инструменты стимулирования учащихся университетов к эффективному обучению.

Стиль, структура, содержание. Стиль изложения соответствует публикациям такого уровня. Язык работы научный. Структура работы прослеживается четко, автором выделены основные смысловые части.

Во введении определена значимость формирования ценности владения навыками иноязычного общения у студентов и выделены основные задачи, которые должны быть

решены. Особое внимание уделено анализу теории мотивации личности Абрахама Маслоу, в рамках которого формирование мотивации рассматривается как длительный и многоэтапный процесс.

Во введении автор описал предмет, цель, задачи проведенного исследования. Особое внимание было уделено методологии. Автор отметил, что была использована комбинация разных методов для того, чтобы получить более полную картину мотивации к обучению иностранным языкам. На первом этапе была проведена мотивационная-беседа интервью, использовался метод фокус-группы и групповые беседы. Следующий этап посвящен проведению и анализу индивидуальных письменных работ и разработке анкеты с учетом собранного материала. Следующие этапы затрагивали проведение анкетирования с привлечением расширенного контингента студентов, анализа и обработки результатов, составление таблиц статистических данных по итогам исследования. Особое внимание уделено использованию метода наблюдения за поведением и действиями студентов в процессе обучения. Это позволило автору выявить некоторые факторы, влияющие на мотивацию (уровень активности, участие в групповых и парных дискуссиях, удовлетворение от достижений эмоциональная, реакция на оценивание достижений и прочие показатели энтузиазма к учебе).

Следующий раздел посвящен описанию результатов проведенного исследования. Автор для оценивания уровня мотивации студентов выделил внутреннюю и внешнюю мотивацию.

Полученные результаты позволили рассмотреть следующие позиции:

- внутреннюю мотивацию (автономия и самоопределение, удовлетворение от достижений, интеллектуальное и эмоциональное развитие, стремление к саморазвитию);
- внешняя мотивация с выделением особых факторов (признание и похвала со стороны преподавателей, родителей или коллег; предоставление студенту возможностей использовать изучаемый язык на практике; использование соревнований и наград; поддержка социальной среды, близких, родных, друзей, одноклассников и пр.; опора на структурированные цели и планы).

Особое внимание уделено описанию следующих факторов мотивации студентов: обязательность обучения, цели обучения, уровень зрелости и ответственности, практическая польза и общение с носителями языка, социокультурные факторы, значение семьи, квалификация и профессионализм преподавателя, развитие профессиональных навыков переводчика, предоставление возможности изучать несколько иностранных языков, использование интенсивных методов преподавания иностранных языков. Данные факторы были выделены опрошенными студентами.

В то же время значительное внимание уделено выделению демотивирующих факторов в обучении студентов иностранным языкам: отсутствие ясных целей и понимания практической пользы изучения языка; недостаточная подготовка и неправильный подход к изучению языков, отсутствие возможностей для практики, негативное сравнение с другими студентами или недостаточная поддержка со стороны окружающих, недостаток времени и наличие других личных обязательств, деструктивная критика преподавателя и т.д.

В статье представлено подробное заключение с выделением основных и обоснованных выводов. Особое внимание уделено описанию новизны и авторской позиции.

Библиография. Библиография статьи включает в себя 38 отечественных и зарубежных источника, большая часть которых издана за последние три года. В списке представлены, в основном, статьи и тезисы. Помимо этого, в библиографии есть монографии, диссертации. Источники оформлены корректно и однородно. За исключением пункта 5.

Апелляция к оппонентам.

Рекомендации:

- представить более подробно результаты проведенного теоретического анализа научных работ, внести соответствующий раздел в работу;
- более четко представить актуальность выделенной проблемы и проведенного исследования.

Выводы. Проблематика статьи отличается несомненной актуальностью, теоретической и практической ценностью; будет интересна специалистам, которые занимаются особенностями системы обучения иностранным языкам в российских вузах, в том числе, проблемами их мотивации к обучению. Статья может быть рекомендована к опубликованию с учетом выделенных рекомендаций. Это позволит представить в редакцию полноценную научно-исследовательскую статью.