ENHANCING FOREIGN LANGUAGE LEARNING MOTIVATION IN SECONDARY EDUCATION THROUGH INNOVATIVE PEDAGOGICAL TECHNOLOGIES

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Abstract
The article deals with such problem in foreign language teaching as forming and enhancing motivation. The author describes some ways based on innovation in pedagogical science, which could prevent scholars from losing motivation. The own experience of the author in teaching German as foreign language is described. The research was aimed to find some efficient methods and activities which could lead to more successful results in foreign language learning.

The following methods turned out to be very efficiently:
- pragmatically oriented approach;
- implementation of role plays and games in foreign language teaching and learning;
- developing communicative skills by solving problem oriented tasks;
- using ICTs as foreign language learning tools.

All above-mentioned methods are realized in some learning aids developed by the author. Some examples of it are given in the article. The main conclusions to which the author came was the following.
1. Educational process is successful when it is personally oriented.
2. Additional learning aid can make educational process more interesting because it gives a possibility of using the newest materials.
3. Using of additional learning aid can not only develop communicative skills but also contribute to intercultural knowledge which is important for the integration in another society.

This research seems to break new ground for further research in the field of pedagogical technologies in secondary education.

Keywords: secondary education, foreign language teaching and learning, modern pedagogical technologies, motivation, developing communicative skills

1 INTRODUCTION
Learning in a secondary school is a very important part of human being. It is the foundation of the future life. To the end of this period, the teenagers should decide what each of them is going to be. In other words, they choose the profession. It means they choose they destiny. In modern world, the people, especially young people, have many possibilities. They are free to choose where to live and where to work. In this connection, the need to learn foreign languages becomes very important, because a person can change the residence and move from one place to the other one. However, to get a good job in a foreign country one must know a foreign language, which is spoken in this country. In this connection, it becomes very important to learn more than one foreign language. One of the main task of secondary education is to begin foreign language teaching as early as possible, which means from the beginning of primary education.

The other task is to prevent scholars from losing motivation. As a rule, there is no problem with motivation in primary school. Children of this age are curious by nature and they welcome everything that is new for them. However, during the school years many of them are losing their interest. The main reasons for this are the following:
- learning stuff is getting harder, the volume of new material is increasing;
- learning process becomes a routine, that is why the scholars learn not so willingly as in primary school;
- the scholars get new interests which are connected not with the learning process but with the other thing related to their private life, their personal interests and other.

In this period, it is very important not to let the scholars lose motivation for the learn process and particularly for foreign language learning. It is up to the teacher to search for pedagogical methods and
technologies to support the interest of scholars. The innovations in pedagogical science can help in this situation. The teacher has to find the most efficient of them and to apply the in the learning process to get desired results.

In this article, I would like to share my personal experience in using modern pedagogical technologies in foreign language teaching in a secondary school in Moscow, Russia. My scholars are between 13 and 15 years old and learn German as a second foreign language. The main problem to solve is to prevent losing motivation for learning this language.

2 METHODOLOGY

The greatest difficulty in case of motivation is the following. The scholars learn English as the first foreign language and think it is enough to know this only language because almost all the people in the world speak this language, so it is no need to learn one more foreign language. Because of it, my main task was to prove that they would need the second language in their future life and profession, to demonstrate situations in which they can use their knowledge and skills in German. The best way of it turned out to be the pragmatically oriented approach. This is one of innovation pedagogical technologies, which can be applied in foreign language teaching to show how one can act in different situation in a German-speaking country. When the scholars are in their own country they can hardly imagine how and when the can use their knowledge. It is not enough to do some grammar or vocabulary exercises. They need practice which simulates real situations. Modern communicative approach is based on such situations, which are available in manuals. Pupils and students do this exercises with interest, they like to “transfer” themselves into other social and cultural environment. But sometimes it is not enough, because there is a limited amount of typical communicative situations. This fact encouraged my students and me to search for further situations in which one can find oneself in a foreign country. It was decided to analyse some more situation and to find out which of them can happen to a person in foreign countries. My students made some research to clear it out. The following steps were done: they asked their acquaintances who had been to German-speaking countries to remember in which situation they had had some difficulties; they surfed in Internet to find some interesting information and they posted questionnaire in social networking. As a result, we got some topics to discuss and new situation to communication training. One of the most interesting situations was “in the hospital”. The necessity of such situation is obviously. We should take into account that one can get sick and find oneself in a clinic. It is good to know how to behave, what one can be asked about and what one should ask the personal and doctors. The other situation in which each person can theoretically get is “in the police station” or “speaking with a policeman”. Something serious can happen to somebody in a foreign country and it would be useful to be ready to it. For example, one can be robbed or one can break the traffic rules etc. Before to let my student simulate this situation I made some preliminary work, such as: I selected some texts from books and also some fragments of the films which contained the above-mentioned situations. The students got acquainted with them and analysed them. After that we tried to dramatize them and at least to create similar situation and simulate them.

Some other situation were also realized in role plays and games. As further examples, I would like to mention such situation as “be a guest – how to be a good guest”, “small talk’ and some situation which are not so typical but interesting for the teenagers. Besides, they contributed to developing creative thinking and communication skills.

I also would like to present some role plays which I have created as learning aids for scholars to enhance their language learning motivation.

My first step was to choose some topics according to the age and interests of my scholars. I interweaved my student to get to know what they subject would be interesting for them. The following topics were chosen after conversations with them: “Modern cinema – interview with a film maker”, “Superstitions in our life – a discussion”. All this topics were presented as games in form of role plays. I would like to present general outlines of organization this role plays. The whole work was based on such modern pedagogical technology as project work. So it included all the main stages of this work: preliminary stage, the project work itself and final stage.

The first stage was the preparation. To create learning aid for the first role play I made some research to find out which films are addressed to teenagers. After that, I suggested my students to choose a film to organize a role play. However, during the discussion the students decided to organize an interview not with the concrete film maker, but with an imaginary one, who directs a film.
The second stage was to select the roles. According to organization of project work, the group of students was divided in two working groups. The first group consisted of "crew stuff": one person had to be a film maker, some others played the roles of actors. In the second group were "reporters". The role play should be organized as a press conference. The preliminary task for the students was to imagine what kind of film it could be. After some discussions, it was decided that it would be an imaginary fantasy film. The next tasks were different for the two groups. The group of "film makers" had to prepare the information about the film. They were free to choose to take a fantasy book as a base for the film or to imagine the whole story. After all they decided that the film would be based on the book of a German author Kerstin Gier "Silber-Trilogie" ("The Book of Dreams Trilogy"). The reason was that, firstly, all the students in this group had read the book and, secondly, all of them liked it and it was interesting for them to talk about the book once again. The group of "reporters" had to prepare some questions to ask them at the press conference. Besides, the two groups had one common task, that was to find and study information about making films. Only in this case the role play could be successful.

The next stage was the press conference itself. "The reporters" asked "the crew" such questions as: "How did you come across the idea to make this film?", "Why did you choose this person to play the role of...?" "What are your further plans?" and others. After the role play, we discussed the results with the project participations. It was very important to clear out if such work is useful for the students and why, what they had learned, if the work was too hard for them or not. The summary of the discussion will be described below in the section "Results".

The next role play was devoted to superstitions in different countries. I agreed to develop it because it is connected with intercultural communication and could expand student’s horizon. The work was organized a project again. The students were divided in four groups and the process was divided it three stages. On the first stage, each group got a task to search for information about superstitious in different places of our world: in Europe, Asia, Africa and America. On the second stage, the information was discussed inside each group. The most interesting and unusual superstitions were selected to be presented. The role play was organized as a "round table". The student played the roles of representatives from different countries. Each person told about superstitions in "her / his country". The audience asked some questions, such as about origin of the superstition, about their prevalence among different social groups. At the end of discussion the students tried to find out in what country the people are the most superstitious.

The next innovative technology I would like to present is solving problem oriented tasks. The subjects for discussing were suggested by the students. There were such situations as "To read or not to read – books in our life", "Gifts and presents in my country and in German speaking countries", etc.

The first above mentioned task was devoted to popularization the reading as one of the main part in human life. The problem was examined from different points of view. At the preliminary stage, I studied some modern books by German authors for teenagers to suggest them for discussing. After that, the students selected some books and read them: each student had to read one book. Taking in account that not all the students could read the books in original language, they were allowed to read Russian translations, because the main idea was to make the students get acquainted with the best examples of German literature. The next step was the discussion, for which I had prepared some question like the following ones: "Why do the people read?", "What do you read?", "Why do you read?", "Can you imagine our life without books?", "Fiction or non-fiction – what do you prefer and why?" etc. After these general questions we began to discuss the books that the students have read. There were books by such authors as C. Noestlinger, K. Gier, M. Ende and others. Each student had to prepare a presentation of the book she / he had read. The main task was to do it in such a way that other students wanted to read the book.

The next step was a discussion which presentation was the best to stimulate the other to read the book. The discussion lead to discussing the problem “How to make a good book popular”. The students suggested such ways as advertising, meeting with authors, discussing in networks. I for my part told about book trailers. It became the next question to discuss. The students watched some suggested book trailers and exchanged their opinions about this way of book popularization. It was decided to make their own book trailers. Some students suggested their ideas as regards this.

The next problem situation I would like to tell about was connected with one of the previous ones and concerned behavior in an intercultural environment. My students found it very important, but there is no information about it in the workbooks. Because of this, I prepared some learning aid consisting of some texts about traditional presents in German speaking countries and some tasks to them. After the students had read the texts, they had to answer the questions like “Which present would be better for a
baby / a child, a teenager etc”. We also discussed such interesting details as the price of a present and handmade presents. At last we touched upon the question what to do and how to react when you don’t like the present. In this connection, all the students agreed on the fact that the Wish List is the best decision in any situation.

Innovative pedagogical technologies are also implemented by using modern ICTs. In my work with students ICTs are used as an auxiliary means for solving a communicative task. Firstly, my students and I use the Internet to find information. Secondly, we use social networks to communicate with native German speakers. Thirdly, we exchange information using Internet services such as Twitter or Instagram. In any cases, Internet can be used as a main learning tool, for example, in WebQuests. Besides, the students solve pragmatic tasks such as booking hotel in German, buying tickets to travel in a German speaking country and so on. Using the Internet stimulates the students to use their German language knowledge and contributes to enhance German language learning motivation.

3 RESULTS
The main results of above described work are the following.
Firstly, my students realized new possibilities how to learn a foreign language. Before, they used to work with manuals, student- and workbooks as with the only sources to learn German language. During the work, they were acquainted with other sources, such as different Internet sites and tools. They learned how to use authentic material for solving communicative tasks.
Secondly, the students learned some new information concerning German-speaking countries. It is important, that the information was pragmatically oriented and could be useful for the students when they get in a cross-cultural situation. The knowledge they got about German speaking countries can contribute in a faster social integration into a foreign society.
Thirdly, the developed some learning competences that they already had had before, but not in connection with German, such as: ability to solve communicative tasks using German language, search for information using authentic sources and present the information in different ways in German.
The most important for me was to learn how the implementation of modern pedagogical technologies influenced the motivation to learn German. The best way for it was to discuss it with my student. During the discussion, the said that the work “outside the manuals and student books” gives a possibility to implement foreign language knowledge and competences in real life and from now on they are more motivated to learn German.

4 CONCLUSIONS
The work, which my students and I have done, allows drawing the following conclusions.
1. Educational process is successful when it is personally oriented. By doing individual tasks, the students realized how to use foreign language knowledge for achieving personal goals.
2. Additional learning aid can make educational process more interesting. Due to Internet, we have a possibility to get the newest information every day. A teacher can make of this information new learning material and suggest it to the students. As pedagogical practice has demonstrated, student like to work with up-to-date information.
3. Using additional learning aid can not only develop communicative skills but also contribute to intercultural knowledge, which is important for the integration in another society.
4. Implementation of modern pedagogical technologies can develop different kind of skills, not only communicative but also common cognitive ones. All of this contributes to intellectual development.

REFERENCES