MOTIVATIONAL STRATEGIES IN TEACHING FOREIGN LANGUAGES

Nurzhanova Zhainash Dzhumakhmetovna,
Candidate of pedagogical sciences,
Acting Associate Professor, L.N. Gumilyov Eurasian National University, Astana,

Sagiidolla Tomiris Gubaidollakyzy, Master's student
K. Zhubanov Aktobe Regional University

Orazbay Albina Yerbolkyzy, Master's student
Aktobe Regional University named after K. Zhubanov

Syrbayeva Aizhan Kairzhankyzy, Master's student
Aktobe Regional University named after K. Zhubanov

Bilingualism in school education refers to pupils' ability to use two (or more) languages in their daily lives and during the learning process. Typically, we are discussing circumstances in which the language of education differs from the language of the family or environment. For example, a student can speak Kazakh at home while studying Russian or English at school [1].

Bilingualism can be balanced (mastery of both languages at roughly the same level) or dominant (one language is the primary language and the other is the auxiliary language). Separately, it is worth mentioning receptive bilingualism, in which a kid understands a second language but does not actively utilize it in speech.

School bilingualism has both advantages and challenges. Among the most common problems are:

- Language difficulties in learning, especially when studying subjects in a non-native language;
- Cognitive load associated with the need to constantly "switch" between languages; Language mixing (code-switching), which can be perceived as a mistake, although in fact it reflects flexible language thinking;
- Language inequality, when one language (for example, English) is perceived as more "prestigious";
- Insufficient training of teachers to work in a multilingual environment [1].

Modern educational theories suggest using the principles of translingualism, an approach that recognizes and supports the natural mixing of languages among bilingual learners. Unlike the traditional model, where languages are rigidly separated, translingualism involves the flexible use of all language resources of the student in the educational process [2].

Pedagogical strategies of the translinguistic approach include:

- allowing students to use both languages when completing assignments;
- Encouraging comparative analysis of languages;
- creating tasks where bilingual skills become an advantage;
- using the native language in the process of explaining complex topics;
- development of language awareness among students .

The practice of introducing bilingual and translingual education in different countries, including Kazakhstan, shows positive results provided competent pedagogical support.

In Kazakhstan, many schools provide education in Kazakh, Russian and English, especially within the framework of the "Trinity of Languages" program. Teachers note that students who speak two or more languages demonstrate higher cognitive skills, are better at analyzing texts, and demonstrate flexible thinking [3].

According to the National Center for Advanced Study, up to 40% of primary school students in a bilingual environment have difficulty transitioning to learning subjects in a second language, especially if it is not used in the family. This confirms the need to introduce translinguistic practices [4].

The research of the American educator Ophelia Garcia emphasizes that the rejection of the rigid separation of languages and the recognition of the language "repertoire" of the student make it possible to achieve better educational results and maintain the cultural identity of children .

School bilingualism and translingualism are not only linguistic phenomena, but also important components of the educational environment. They require teachers not only to be flexible in language, but also to be methodically prepared to take multilingualism into account as a norm.

Game methods in teaching foreign languages help to increase students' motivation, reduce the language barrier and activate thought processes. According to Malysheva and Luchinina, the use of gaming technologies in foreign language lessons helps to increase students' interest and cognitive activity. Games create an atmosphere of cooperation and competition, which contributes to a better assimilation of lexical material.

Examples of game tasks The article by Zhulkashova and Tukeshova presents the following effective games for developing lexical skills:
- Go Fish: a card game for repeating and consolidating vocabulary.
- Vocabulary Land: A vocabulary development game through a journey through an imaginary land of words.
- Rolling Words: a game using dice to form words and phrases.

These games promote the active use of new vocabulary in various contexts, which improves the memorization and application of words.

Pavliashvili examines the advantages of using the game method for teaching foreign language vocabulary, noting that games contribute to deeper learning of the material and the development of communication skills.

Zakharova N.A. suggests using games such as Dominoes, where a picture is depicted on one side of the chip and a word on the other, which helps to correlate the word with the image and improve memorization. According to the method of N.A. Zakharova, "Memory game" involves the use of cards with images and words. The students turn over the cards and try to find pairs: the word and the corresponding picture. This exercise develops visual memory and associative thinking, which contributes to better memorization of vocabulary.

Game-based learning methods not only enrich vocabulary, but also contribute to the development of intercultural awareness. As noted in Pavlova's research, game models allow students to immerse themselves in the cultural context of the language being studied, which contributes to a deeper understanding and memorization of vocabulary. Thus, games become an effective tool for the formation of both linguistic and cultural competencies.

Foreign language learning games have a multi-layered function:
1. Cognitive level – games activate cognitive processes (attention, perception, memory), create conditions for deep processing of lexical information (according to Bloom and Piaget).
2. Emotional level – they form a positive attitude towards learning, relieve anxiety and fear of mistakes.
3. Social level – develop skills of cooperation, teamwork and communication competence.

Individual interests of schoolchildren are one of the main factors of sustainable motivation. If the learning material corresponds to the age, hobbies and life experience of the students, it is perceived more positively and arouses the desire to learn [5].

Motivation increases when language is used as a means of communication, not just as an object. The opportunity to apply a foreign language in real-life situations gives meaning to learning.

Interest in the culture of the country of the target language can be a powerful motivational factor. The integration of intercultural elements into the learning process through game forms contributes not only to lexical development, but also to emotional involvement.

Even small achievements, such as successful completion of an assignment or positive feedback from a teacher, can significantly increase a learner's confidence [5].

A pupil's ability to confidently use educational platforms and digital tools has a direct impact on their engagement in the learning process.

Interactive resources such as Quizlet, Wordwall, and LearningApps are widely used for vocabulary enrichment. These platforms contribute to the development of learners' intrinsic motivation and enhance emotional involvement.

Video communication platforms such as Zoom and Google Meet create conditions for the development of oral speech and listening comprehension. They allow organizing synchronous communication, simulating the language environment.

Digital technology allows the student to work at an individualized pace. The teacher can adapt assignments and feedback to the level of each student, thus providing an individualized approach [5].

To sum up, bilingualism and trilingualism within the school instructive environment not as it were reflect the etymological reality of cutting edge society, but moreover speak to capable apparatuses for the advancement of cognitive, communicative and intercultural competencies of understudies. Compelling utilize of the translingual approach makes it conceivable to overcome boundaries related to dialect troubles and make an comprehensive instructive environment in which etymological differing qualities is seen as a asset instead of a issue. Gaming and motivational techniques, particularly in advanced format, improve understudy engagement and make the learning handle more curiously and important. The adjustment of the instructive handle to the person characteristics of understudies and dependence on their social and phonetic experience contribute to the arrangement of economical inspiration to memorize dialects and move forward the in general level of instructive accomplishment.

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