

LEARNING A FOREIGN LANGUAGE THROUGH DYNAMIC INTERACTION OF THE TEACHER AND THE STUDENT

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Abstract: The purpose of the academic paper lies in identifying methods and features of pedagogical interaction of the teacher and students in the process of learning a foreign language. **Methodology.** The research method is monitoring the progress of the English language classes and the analysis of the forms of pedagogical interaction between the teacher and the student for effective English language learning. The analysis of psychological, pedagogical, scientific and methodical literature on the issue under investigation has been conducted, as well as systematization, generalization and interpretation of the analysed material has been carried out. A survey of 4-year students has been conducted in order to determine the assessment of the teacher's culture of behaviour and appearance.

Keywords: foreign languages, interactive teaching methods, pedagogical technologies, educational process, interaction.

1 Introduction

In the context of world globalization and the integration of languages and cultures, the socio-cultural component began to occupy a central place in foreign language classes, which plays a significant role in the development of the student's personality and the expansion of his worldview. The main objective of learning a foreign language is the practical mastery of a foreign language, the formation of basic knowledge, that is, the ability to be freely engaged in foreign and international communication with native speakers (Broughton et al., 2014).

Modern pedagogical science has changed its guiding principles: it moves from active one-sided influence to interaction, which is always based on joint activities, cooperation and collaboration of teachers and students. This requires a review of some aspects of the modern teachers' professional activities, in particular, the interaction of teachers and students (Scrivener, 2015). The nature of the interaction between the teacher and students is influenced by various factors, including the features of organising the educational process of the educational institution, the personality traits of the student and the teacher, and the specificity of the subject being taught are of particular importance (Brown, 2000).

In the era of globalization of all spheres of public life, the issue of motivation in the process of learning foreign languages is becoming extremely important. Globalization means that the role of verbal communication, in particular, international one, requiring mastery of a foreign language, is growing. Foreign languages are becoming one of the main factors in both social-economic and cultural progress of the society (Bukahri et al., 2015).

Mastering foreign languages in the society is becoming an integral part of the of specialists' professional training in various fields, and their further career growth can largely depend on the degree of their language training. Thus, a higher educational institution should ensure a certain level of foreign language

proficiency. However, one should not forget that the success of training to a great extent depends on the methodology of work and the interaction of a foreign language teacher with a student in the context of solving specific educational problems (Cheng et al., 2007).

The purpose of the academic paper lies in assessing the culture of behaviour and appearance of the teacher by students and determining the appropriate forms and pedagogical technologies in learning English.

2 Literature Review

In the history of teaching a foreign language, there were many methods, each of which was replaced by another due to the inherent disadvantages of this method. The results of studies aimed at searching for new methods of teaching a foreign language make it possible to assert that the communicative method is one of the most interesting and effective ones, forasmuch as it is based on the ideas of communicative linguistics, the concept of personality development in the dialogue of cultures, determining the ultimate goal of teaching a foreign language – mastering a foreign language culture in the process of intercultural communication. It should be emphasized that the language orientation and overcoming the language barrier through the practice of communication determine the objectives of this method (Richards et al., 2001).

It should be noted that within the conditions of a technologically equipped society, communication also remains one of the most important factors in the emergence, strengthening, development of students' cognitive interests. It is a well-known fact that the person assimilates only 20% of the information from mass media; however, 80% is assimilated through channels of interpersonal communication (Williams et al., 2004).

The use of foreign language learning technology in the learning process is of particular interest in terms of addressing issues related to overcoming language and cultural barriers. The concept of edutainment defines learning a foreign language (education) based on the passion (entertainment) of the process itself (Brown, 2000).

The promotion of the concept of edutainment takes place with the development of information and communication technologies in the practice of language activities, including the Internet (Kukulska-Hulme et al., 2005).

The analysis of the scientific works of foreign researchers Cheng and Khan (2015) in this direction has made it possible to perceive the process of teaching foreign languages as an interesting, exciting activity. The scholar Yannick (2007) pays attention to the importance of emotions and the necessity to develop students' creativity, emphasizing that learning should not be a boring and unpleasant process. In turn, the educational theorist Thornton (2008) argues that learning should be aimed at achieving the main goal of human life – happiness.

However, there are few empirical quantitative investigations on this issue in the scientific literature (Pan, 2010). Insufficient attention is paid to the education of students with a high level of foreign language training in language didactics, as well as in the practice of teaching foreign languages. The main reason lies in the fact that people prefer to improve their level through independent language practice, rather than through classes with a professional teacher.

3 Materials and Methods

Learning a foreign language is a process of direct immediate development and self-development of the student. It is for this reason that a foreign language should be treated as a discipline

developing practical skills, and the grammar-translation approach in teaching should be moved away (Dornyei et al., 2011).

The major purpose of learning a foreign language lies in the development of communicative competence of students, which is the basis of language skills. The development of communicative competence depends on social-cultural and sociolinguistic knowledge and skills providing the interrelationship with the society and contributing to the socialization of the individual in this society.

The methods used by us in the course of the present research are as follows: theoretical: studying and analysis of linguistic, methodological, pedagogical, psychological literature on the research problem; pedagogical: monitoring the course of the educational process; conversations with teachers and students; immanent (description, analysis); fact-gathering method; generalization.

The effectiveness of pedagogical interaction in the classroom depends on numerous factors, namely: successful determination of the goals of joint activities, compliance of pedagogical tactics with the specific task of this interaction, the activity of students, etc. Along with this, the factor of optimal choice of teaching methods is of particular importance, the implementation of which in the specific conditions of the educational institution gives a high level of quality of students' training (Thornton et al., 2005).

On the basis of a questionnaire, a comparative assessment of the culture of behaviour and the appearance of teachers was carried out by students. Thus, the pedagogical possibilities of active learning methods have been noted, namely: problem lectures, group discussions, analysis of specific situations, dynamic pairs, conferences, role-playing and business games, video method, multimedia, which along with traditional, such as: explanation, story, work with the textbook, conversation, demonstration help increase the intensification, efficiency, quality and effectiveness of the learning process in higher educational institutions.

4 Results

Foreign language education, communicative competence, intercultural competence ensures the semantic orientation of the activities of each person, successful interaction with people of a different culture, society, nature, science, technology, constituting the person's value system, his communicative, professional culture.

The professional position of any teacher will be changed with the experience gained, and in the process of working with students. The interaction "teacher – students" depends on each group's features as follows: the average age of students in the group; form of study (full-time, part-time, distance, etc.); ethnic composition (monoethnic or polyethnic groups) (Uddin, 2013).

Learning English is a complex, multifaceted process requiring a regular and creative scope of activities. It is considered by specialists as one of the main directions of introducing a foreign language into the social medium, aimed at increasing the proficiency level, which is carried out taking into account the state of its mastery and development (Lai, 2013).

Communication between the teacher and students goes beyond a simple exchange of information, forasmuch as it is both the content and the learning tool. The principal task of such communications lies in achieving the desired level of professional, behavioural competencies, which are fulfilled through the processes of formation, transfer, transformation and creation of new knowledge, skills and abilities of students and teachers.

According to surveys conducted (Mihalas et al., 2009), a high school teacher spends 50–90% of his time communicating with students, of which 1/5 to 1/3 are ineffective due to the fact that there are various obstacles in the process of knowledge transfer and acquisition. More than half of the conflicts recorded by students are caused by teachers. Only one tenth of these conflicts are not described. The nature of other conflicts is entirely related to the personality of the teacher – his behaviour towards students

(see Table 1). Only in rare cases, the students are "culprits" by themselves in case they do not turn off their mobile phones in class or demonstrate their material advantage.

Table 1. Students' assessment of the causes of conflicts with teachers

Reason	%
Injustice, prejudice of teachers in classes and during exams	39
Arrogance, dismissive attitude towards students, imbalance of teachers	29
Incompetence, careless attitude to classes, inefficient organization of teaching process	23

Source: Uddin (2013).

From Table 1, it follows that more than a third of these conflicts are related to the factor of fairness of knowledge assessment. Two other reasons are identified with professional incompetence. Such conflicts can be resulted in the "emotional alienation" of students from teachers. It is assumed that this kind of conflict has tended to increase in recent years. At the same time, extreme forms of students' reaction are not excluded, including as follows: complaints to the dean's office, the rector's office, the educational department, and demands to dismiss the teacher and replace him with another one.

Recently, more and more English teachers are conducting their classes in line with the latest developments. Thus, they try to make them more interesting, increase both students' motivation towards learning English and the efficiency of the process (Midraji, 2003). Development of motivation of educational activity is a process of changing hierarchical structure of educational motives where motives of self-education, self-development become the most actual ones. Also, the development of motivation towards learning is characterized by a change in students' attitudes to educational activities – from negative or neutral (indifferent) to active, personal, creative (Munipah, 2008). Criteria for the formation of motivation of students' learning activities in English classes are internal and external indicators characterizing their learning activities. External indicators are as follows: high success in the discipline, high activity in the classroom, creative approach to the proposed tasks, initiative, and interest in the subject being studied. Internal indicators include the readiness of the individual for self-education and self-development, obtaining additional knowledge; steady desire to master the profession (Uddin, 2013).

After diagnosing 4-year students from different faculties were selectively examined: groups 403 and 404. The results of the questionnaire "Assessment of the appearance and culture of the teacher's behaviour": of students of group 404 in the amount of 12 people are reflected in Figure 1.

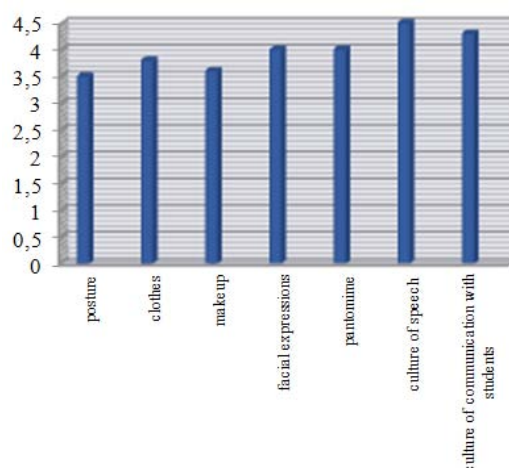


Figure 1. Assessment of the appearance and culture of the teacher's behaviour by students of group 404

Source: Siriluck, Sirithip (2002).

As can be seen from Figure 1, the students of group 404 highly appreciated the culture of the language and the culture of communication between the teacher and the students (Table 2). They consider the pedagogical communication skills to be the most important. The following statements have been revealed in the "Notes", namely: "correct language educates", "nice to listen to a good language of the teacher", "teacher behaves politely and non-aggressively", "tactful behaviour towards the student", "the ability to reach an approach". The statements are positive in nature.

Table 2: Assessment of the appearance and culture of the teacher's behaviour by students of group 404

Student №	Posture	Clothe	Makeup	Facial expressions	Pantomime	Culture of speech	Culture of communication with students
1	4	4	3	5	4	5	5
2	4	3	3	4	5	5	4
3	3	4	3	4	3	5	4
4	3	4	4	5	4	5	5
5	4	2	3	4	5	5	5
6	3	4	3	3	3	3	3
7	3	4	4	3	4	4	3
8	4	3	3	4	3	5	4
9	3	5	5	3	4	5	5
10	3	3	4	5	4	5	5
11	4	5	5	3	4	4	4
12	4	5	4	5	5	4	5
Average score	3.5	3.8	3.6	4	4	4.5	4.3

Source: Siriluck, Sirithip (2002).

Facial expressions and pantomime are also equally important. In this case, the nature of the statements is already acquiring a negative connotation. Consequently, such statements are revealed, namely: "he is sometimes alarming and frightening", "he is sometimes passive and boring", but these indicators are highly valued.

Concerning the point of appearance, the expression "good clothes open all doors" is appropriate here, and indeed, the students have positively assessed this criterion.

The students have mentioned in the "Notes" that the teacher is attracted by the relevance, modernity, fashion and sense of style. As for cosmetics, restraint and unbrightness are noted here. As for the posture, the following statements are revealed, namely: "teachers are stooping shoulders a little", "I do not pay attention", "good straight posture".

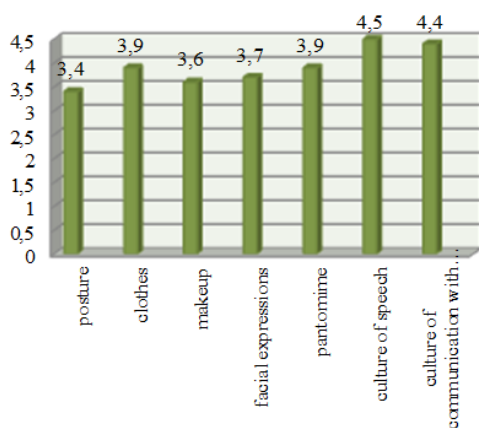


Figure 2. Assessment of the appearance and culture of the teacher's behaviour by students of group 403

Source: Siriluck, Sirithip (2002).

As can be seen from Figure 2, when assessing the appearance and culture of the teacher, the majority of students in the group

403 in the amount of 16 people focused on appearance, and gave a positive assessment of the teacher's clothes and makeup. Consequently, the following statements are revealed, namely: he is always neat", "the appropriateness of makeup, which is not particularly conspicuous and irritating". By the way, facial expressions and culture were also highly praised: "expressive facial expressions", "nice, pleasant, correct language".

Concerning the pantomime, the following assessments are revealed, namely: "passivity", "nothing special". Posture and culture of communication with the student have been equally assessed. The following statements have been revealed in the "Notes", namely: "a sense of humour", "the ability to reach an approach", "a straight posture appropriate for the teacher".

The results of the diagnostics of students in group 403 are represented in Table 3.

Table 3: Assessment of the appearance and culture of the teacher's behaviour by students of group 403

Student №	Posture	Clothe	Makeup	Facial expressions	Pantomime	Culture of speech	Culture of communication with students
1	3	4	4	3	3	3	2
2	3	4	4	5	4	5	4
3	5	4	3	4	3	4	4
4	4	3	4	4	5	3	5
5	4	3	5	4	4	5	5
6	4	5	4	5	4	4	4
7	2	4	5	3	4	3	4
8	5	4	3	5	4	4	4
9	4	3	4	4	4	4	3
10	3	5	4	4	4	5	4
11	4	4	4	4	4	4	5
12	2	5	3	5	3	3	4
13	4	5	5	5	5	4	5
14	5	5	4	3	3	4	4
15	5	4	4	3	5	4	4
16	4	4	5	4	4	5	5
Average score	3.8	4.1	4	4	3.9	4	3.8

Source: Siriluck, Sirithip (2002)

The culture of communication between teachers and students was also highly appreciated. Different assessments, both positive and negative ones are revealed in the "Notes", namely: "knows how to reach an approach", "correct", "indifferent to the feelings and experiences of students concerning learning". Students believe that pantomime and what the teacher is wearing gives additional interest to the audience. Facial expressions, hairstyles, makeup and posture were less important, and, correspondingly, the "Notes" in the questionnaires were filled in. Therefore, it can be assumed that students have attached secondary importance to these criteria for the teacher's evaluation, or they treated this questionnaire formally because it was anonymous.

In order compare the data, they were represented in Figure 3.

In general, students' assessments are similar. Obviously, the following aspects are the most important for students in the image of the teacher, namely: the culture of speech and the culture of communication with students. The posture and makeup of the teacher have been considered less important.

As one can see, students in group 404 have positively assessed the considerations as follows: the teacher knows how to encourage the deeds and actions of students with kind words; he knows how to communicate with people of all ages and social status. The following judgment also has relatively high rate: the teacher is respected by students; he is delicate and self-possessed in communication with colleagues. Along with this, the following considerations are also of particular importance: he is

able to influence the student by means of persuasion, language influence, pointing out miscalculations; he does not humiliate the student.

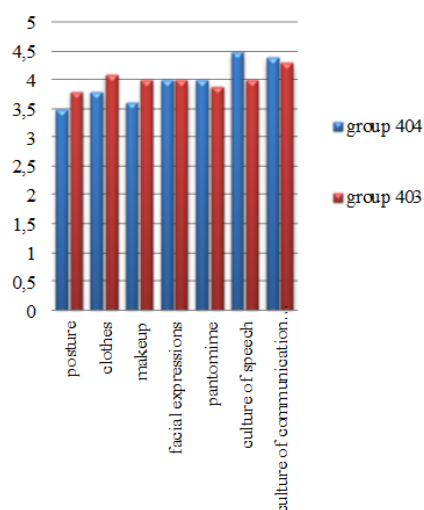


Figure 3. Comparative assessment of the culture of behaviour and appearance of teachers by students

Source: Siriluck, Sirithip (2002).

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It should also be mentioned that the following considerations have obtained a low level of assessment, namely: in the process of subject communication, he finds language tools that help aesthetically influence students; he is able to support students in a difficult moment; he easily organizes students for group classes, unites them; he shows interest in the concerns and inner world of young people; he is interested in the success of his students; he is prone to empathy.

According to the results of the diagnostics of the group 403, it is obvious that students do not believe that the teacher is able to empathize and support in a difficult moment. However, they emphasize that the teacher is respected by student; they highly appreciate the communicative ability of the teacher. In general, students give a positive assessment of pedagogical communication.

A high level of foreign language proficiency can be understood as a free language, that is, the absence of a language barrier and the absence of grammatical errors in the language, a rich vocabulary, the use of a large number of idioms and stable expressions.

A high level of language implies, first of all, a high level of communicative competence, that is, good linguistic knowledge and the ability to use English productively in all types of language activities, namely: speaking, writing, reading and listening.

A modern teacher should be aware of the latest methods of teaching English, special teaching methods and techniques to optimally select a particular method of teaching in accordance with the level of knowledge, needs and interests of students.

Having analysed the history of methods of teaching foreign languages, the following teaching methods can be identified, namely:

- 1) translational (grammatical-translational and lexical-translational);
- 2) direct and natural methods and their modifications;
- 3) mixed methods;
- 4) conscious-comparative method;
- 5) activity-based, personal-communicative method.

The training methods outlined are not simple algorithmic units, their rational and motivated use in English classes requires a creative approach on the part of the teacher (Daif-Allah et al., 2014). Modern communicative methodology offers a wide introduction of active non-standard methods and forms of work into the educational process for better conscious assimilation of the material. In practice, the following forms of work have proved to be quite effective, namely: individual, pair, group and team work (Pintrinch et al., 2008). In order to improve the quality of the learning process in the higher educational institution, it is necessary to increase the effectiveness of communication between the teacher and students through the strategies of interaction as follows (Williams, Stockdale, 2004):

- the transparency strategy – it requires from the teacher greater openness and honesty in providing information;
- the feedback strategy – it requires a simultaneous increase in transparency on the part of the teacher and effective perception by students;
- the expertise strategy – it requires simultaneous transparency and feedback with the possibility of involving external sources of information in order to increase awareness of teachers and students.

The interrelationship of methods and techniques is variable; the same techniques can be used in different methods (Table 3).

Table 3: Methods of pedagogical interaction

Formation of viewpoints, information exchange	Organization of activities	Stimulation of assessment and self-assessment
Dialogue Substantiation Briefing Lectures Appeal Suggestion Story	Authorization Requirement Competition Show samples and examples Creating a situation of success Prospect Exercise	Remarks Situation of control Encouragement and punishment The situation of criticism and self-criticism Trust Public opinion
Beliefs constitute the basis	Exercises constitute the basis	Self-assessment constitutes the basis

Source: Midraji (2003).

The following forms of pair and group work are the most effective, namely:

- inside/outside circles;
- brain storming;
- jigsaw reading;
- think-pair-share;
- pair-interviews, etc. (Chen, Hsu, 2008).

At the foreign language lessons, it is necessary to constantly stimulate the students' speech, which can be done by working

with the text (inferring from the text), working with a problem (role-play and problem-solving), working with game tasks (game challenge) (Hamidah et al., 2017).

Active speech practice for each participant of communication helps form the necessary skills and abilities in a particular type of language activity, as well as linguistic competence at the level determined by the curriculum and the standard.

A characteristic feature of pedagogical interaction in the study of foreign languages is the exchange of information, providing educational influence, the organization of relationships through commutative means. The teacher is the initiator of this process, organizing and managing it. It is important to be aware that optimal communication is not only the ability to maintain discipline, but also the exchange of spiritual values with students. It is necessary to find, and, if possible, come to an understanding not by the language of commands, but by the language of trust (Arnold, 2004).

In our opinion, overcoming difficulties and involving students in active participation in English classes can be achieved through as follows:

- 1) Development of classes and selection of materials based on background knowledge and existing language experience of students. Questions on familiar topics that do not cause undue language anxiety will allow students relaxing and disposing to expressing their opinion.
- 2) Subject content of classes, focused on familiar context, understandable to students. Individualized content of the lesson, material that meets the interests of students, as a rule, promotes a lively interest and desire to share their thoughts or existing knowledge on this topic.
- 3) Development of independence and self-organization in language learning.
- 4) Application of available information technologies, helping reduce emotional pressure.

Foreign language proficiency and awareness of digital technologies opens up great opportunities for students in searching the necessary information. Students find authentic literature in their specialty that is of professional interest (Guirong et al., 2010).

Innovative technologies in teaching foreign languages (Table 4) are able to provide a high level of learning that meets the challenges and opportunities of today's world; consequently, this will allow young people to adapt in the conditions of fast-changing, volatile environment, providing a transition from book content to active one through a single common repository in the presence of an analytical search system.

Table 4. Innovative technologies in foreign language teaching

Technology	Description
Technology of multilevel learning	Training everyone according to unified programs and methods cannot ensure the full development of each individual. Teaching everyone at a fast pace and at a high level of difficulty seems unrealistic for all learners. The way out of the situation may be the division of the audience into relatively homogeneous groups, taking into account the level of mastery of the subject: minimum level, basic, variable (creative).
Technology of adaptive learning system	Two standards of educational content are introduced: the student has and the student is able. The central place is occupied by the learner, his activity, the quality of his personality. Learning is seen as a result, or as a process; special attention is paid to the formation of learning skills.
Developmental learning	Person's knowledge is not a sum, but a system. Creating such a system and testing cognitive operations on its basis ensuring successful activities in non-standard situations is the main objective of learning technology.

Technology of development of critical thinking	The purpose of technology is to teach such reading, in the process of which the information contained in the text is understood, comprehended, combined with one's own experience; consequently, finally, one's own analytical judgment is formed based on its principles.
Internet technologies	The information resources of the Internet are extremely useful for searching new material and developing international research projects. Providing such assistance requires a teacher: <ul style="list-style-type: none"> - to use of innovative didactic approaches and methods; - to apply management skills; - to possess skills for working with information technologies; - to regularly update the content and structure of academic disciplines; - to apply skills of providing consulting support.
Technology of creativity	Technology of creativity is an integral part of the modern process of mastering all activities related to a foreign language. It involves the use of creativity as the most effective means of creating positive emotions and motivation for difficult material.
Technology of using computer programs	There are several computer programs. For example, the programs English Tutor, Teacher, ICL, Lang Land, providing an opportunity to effectively supplement the process of language learning at all levels.
Technology of formation of strategies of foreign language behaviour	Communicative strategy is a set of language tools and language techniques towards achieving the goal of communication. Groups of strategies based on factors such as language situation and purpose of communication, the degree of closeness of acquaintance, social status of interlocutors and others, are generalized as a macro-strategy of maneuvering and response.

Source: Richards, Rodgers (2001).

5 Discussion

The development of the education system takes place in the continuous interaction of pedagogical science and educational practice. Original approaches to teaching, the use of new methods and technologies, pedagogical discoveries of teachers provide a wide opportunity to study, analyse and use them in their practice (Mitra, Serriere, 2012).

The investigations have revealed that there is no universal way to resolve interpersonal conflicts that are diverse in their focus and nature. All this is possible only if teachers possess professional knowledge, culture of pedagogical communication, education and training, if they work in the spirit of justice, solidarity and tolerance. At first glance, the list of these skills is quite simple. However, this only seems to be, forasmuch as developing relationships with students is not as easy as it seems to be. All this is the result of great and hard work (Lai, 2013).

In the course of studying the features of interaction of the teacher and the student in the learning process, it has been revealed that when assessing the appearance and culture of the teacher's behaviour, according to students' viewpoints, it is his teacher's communication skills that are of primary importance. However, appearance is an important component in the perception of the teacher's image.

In general, the comparative level of pedagogical communication is positive in students' perception.

6 Conclusion

Thus, the problem of interaction of teachers and students is relevant at all times. It is very difficult to solve this problem forasmuch as there is no universal recipe.

In the course of the research, the improvement of the educational process has been analyzed and systematized in the context of the interaction of teachers with students through the introduction of

new forms of learning while maintaining traditional forms of studying that have proven themselves, namely: active methods of teaching a foreign language; intensive forms of education; use of role and business games; application of the project method; computer training; organization of educational material in the form of modules.

Analyzing the above material, it can be concluded that the use of interactive forms and methods in the implementation of personality-oriented approach in teaching English can increase the number of conversational practices in the classroom, forasmuch as they are interesting for students, they help learn material and use it in subsequent classes, performing didactic and developmental functions.

Thus, the teacher becomes a mentor of independent educational and cognitive and creative activities of students. Taking into account numerous advantages, one should also keep in mind the following disadvantages, namely: with frequent use, the perception of interactive games becomes mechanical, loses creative interest; consequently, it is necessary to diversify games and combine interactive learning methods with traditional ones.

Summarizing the above, it should be added that the work aimed at studying the forms and methods of training is quite effective in teaching English students.

However, whatever methods are used, in order to increase the effectiveness of education in higher educational institution, it is necessary and important, according to scientists' viewpoints, to create such psychological and pedagogical conditions where students can take an active personal position and fully express themselves as subjects of educational activity.

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Primary Paper Section: A

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