

**КОММУНИКАТИВНЫЕ МЕТОДЫ И МОТИВАЦИЯ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА  
СТУДЕНТАМИ ИСКУССТВ И КУЛЬТУРЫ**

**COMMUNICATIVE METHODS AND MOTIVATION OF ENGLISH LEARNING BY ART AND CULTURE  
STUDENTS**

Usmanova Khumora Akhmadjonovna  
Uzbekistan State Institute of Art and Culture  
Senior teacher of the chair of World Languages and Literature

Kadirova Marguba Borievnna  
Teacher of the chair of World Languages and Literature

**АННОТАЦИЯ**

В данной статье говорится о том, как правильно мотивировать студентов института искусств и культуры. Каким образом улучшить их навыки на Английском языке. Автор обращает внимание на новый способ привлечь студентов с помощью смешанного образования.

**Ключевые слова:** мотивация, компетенция, формирование, учебные стратегии, индивидуальные, коммуникативные, социальная мотивация, профессиональный, свойственное и внешнее побуждение, обучение иностранных языков, профессиональный иностранный язык, смешанное изучение, самостоятельная работа, образования.

**ANNOTATION**

The article says how correctly to motivate students of institute arts and cultures. How to improve their skills in English. The author pay attention on new a way to involve of students from the help blended Learning in English language.

**Key words:** motivation, competence, formation, educational strategy, individual, communicative, social motivation, professional, intrinsic and extrinsic motivation; foreign languages teaching; professional foreign language; blended learning; self-guided work, education

The desire for practical knowledge of the English language is increasing in our time, as the scale of professional mobility is increasing, mass tourism has developed, and the processes of educational migration have intensified. However, from our own experience, we can conclude that students entering the Institute of Arts and Cultures are primarily focused on the disciplines of the specialty.

Most future actors and singers have an acting, oratorical mindset, many find it difficult to learn foreign languages and other humanitarian subjects. Therefore, students often put a foreign language in the last place in the list of important subjects, without attaching much importance to it. However, already in senior years, they begin to understand that foreign languages and humanitarian subjects are as important as acting and screenwriting.

Arts and culture are directly developing on a global scale, and the English language is becoming a means of mastering experience and advanced knowledge, a necessary tool for professional development, and academic mobility is one of the ways to prepare oneself for a career as an actor or art critic.

The purpose of our article is to consider the motivation for learning English and the impact of information technology on the formation of professional competencies of students of arts and culture.

What motives influence a student when studying English at the Institute of Arts and Culture?

Based on the classification proposed by E.I. Passov, the motivation for learning a foreign language can be external and internal. [1, p.186].

External motivation includes the so-called broad social motivation and motivation associated with the prospects for the development of the individual.

As the data of the survey conducted by us at the Institute of Arts and Culture show, students explained the wide social motivation for learning a foreign language as follows; 60% of respondents study English because this discipline is in the program; 20% of them study it in order to have a high rating for participation in competitions and international exchange programs, in student projects and grants; 18% strive to follow the example of successful fellow students with a high level of language proficiency, effectively applying it in practice; 96.8% of students study English in order to go to study abroad, gain experience in foreign language communication for a further career and find an interesting, promising, well-paid job; 50% of students believe that they need English to communicate with foreign colleagues on professional topics in the future. These factors relate to the motivation associated with the prospective development of the individual, namely the formation and development of professional competencies, the development of new knowledge and experience.

Intrinsic motivation is determined by communicative motivation and motivation generated mainly by the educational activity itself (operational-instrumental motivation).

As a result of the survey, it became clear how students explained communicative motivation. 25% of students are interested in communicating with fellow students in the classroom, participating in project activities, debates in a foreign language, discussing and finding solutions, etc., and in the future - with foreign colleagues on professional topics; 50% of respondents believe that communicating with fellow students using modern information technologies (chat, forum, e-mail, etc.) is useful and interesting; 60% of students study English in order to read original scientific texts and articles in their specialty from Internet sources presented to a large extent in English.

Students often choose individual courses, namely professional foreign language courses. Language centers and areas of the Internet, which are learning a foreign language (Learning English) also create a favorable, attractive environment for learning a language. Students' interest in learning is enhanced by the fact that information and communication technologies are being actively introduced at the institute. Thus, from the survey of students, we can conclude that the leading one is external motivation, which is supported by the created conditions. At the same time, internal motivation is supported and developed by such measures as the use of modern teaching methods - communicative - activity-based, student-centered, gaming, etc., information and communication technologies, including blended learning.

The concept of blended learning appeared not so long ago.

Blended learning can be considered as E.V. Kostina, "a learning and teaching system that combines the most effective aspects and advantages of teaching in the classroom and interactive or distance learning; is a system consisting of different parts that function in constant interconnection with each other, forming a kind of whole" [2, p. 144].

In blended learning, online learning is combined with the traditional teaching of the discipline, which takes place according to the schedule. Education can be called mixed, provided that during the study

time students study the discipline online. Blended learning involves mandatory "live" communication between the teacher and students in the classroom.

According to our observation, the blended learning model becomes effective in teaching professional English in courses, since it makes it possible to optimize the educational process in the conditions of students being busy with projects and disciplines in their specialty, to successfully organize their independent work through information technologies and electronic learning environments. It is the virtual learning environment Moodle that has found wide application in the e-learning system and the organization of blended learning in our institute.

It should be noted that with blended learning, learning outcomes improve, students acquire additional skills in working with information, which also increase motivation. A very important result of learning is the formation of the ability to plan and organize your learning strategy, the development of autonomous learning skills. At the same time, the role of the teacher is changing, which turns from a traditional mentor into an organizer, coordinator, moderator of the educational process. The teacher acquires an equally important role as a partner and assistant, supporting, guiding and controlling the cognitive activity of students, advising them.

One of the main tasks for the teacher is the correct organization of the educational process. When designing their curriculum, the teacher should:

- form the educational and methodological support of the course: determine the basic and additional training materials, as well as electronic resources for classroom and extracurricular work;
- determine which types of speech activity, types of exercises will be performed in the classroom, and which ones - independently. In particular, language exercises must be taken out for independent work outside the classroom, since, on the one hand, they are time-consuming, and on the other hand, students have sufficiently developed skills and abilities to work with various types of exercises. These include substitution exercises, transformation exercises, sentence expansion and contraction, selection of analogues, filling in gaps, constructing a phrase from structural elements, etc. [3, p.231].

Students independently perform these exercises, hosted on the Moodle platform, which helps the teacher to model the learning process, give timely advice on completing assignments, and track and control students' independent activities. Work in the classroom involves mainly communicative activities, so students work mainly with speech exercises that develop productive skills, especially in the field of speaking. Speech exercises include question-answer, roller, as well as conditional conversation, retelling of what has been read, dramatization of a text or communication situation, description, discussion, oral story. For students of acting in professionally oriented training, it is effective to perform such communicative exercises as information recoding (for example: describe acting movements, stage productions and monologues in a foreign language, (e.g. Shakespeare monologues), songs, workflows, film scripts), oral presentation (a speech to an audience may reflect the results of the study of a particular issue, literature on a specific topic, or summarize a small research work), solving speech-thinking or problem tasks (students, analyzing the problem situation and the problem facing them, set out in detail the ways to solve them), role-playing game (students, performing alternately various social and psychological roles, master communication within social contact and in conditions as close as possible to conditions of real communication) [4, p. 143-148];

- exercise control and self-control of students. As mentioned earlier in our work, the Moodle e-learning environment itself can be a motivating factor, allowing you to build the learning process in an accessible way, logically structure all its stages and organize control for students.

Having fine-tuned the process of completing tasks on the platform, students quickly get used to the fact that their activities are regularly monitored by the teacher. The latter, before the start of the lesson, after checking the availability of posted tasks on the platform, knows who, having previously worked independently at home, is ready for productive work in the classroom. This is a motivating factor for students. They know what challenges they face and how to achieve results. The form of final control is an oral presentation of a small research project, which allows students to demonstrate their professional, communicative, linguistic and other competencies. The purpose of teaching professional English is to develop communicative competence.

Students studying professional English using mixed technologies demonstrate a high level of proficiency in the language material, which they studied mainly on their own on the Moodle platform, and in the formed speech skills that they developed in the classroom. In conclusion, we note that the motivating factors for learning professional English in blended learning are the way the educational process is organized, the use of the Moodle electronic environment, the form of interaction between the teacher and students, the form and means of final control.

Blended learning contributes to the effectiveness of learning and is a promising form of teaching foreign languages at the Institute of Arts and Culture. The use of the Moodle platform as the main way of organizing learning, a form of communication between a teacher and a student that is close to partnership, a modern comfortable learning electronic environment focused on students, increase internal motivation, which leads to better results. With blended learning, learning outcomes are expanded: through a small course in professional English, students acquire important autonomous learning skills and gain an understanding of the strategy of education throughout life, which contributes to the professional and personal growth of a person.

#### **USED LITERATURE**

1. Passov E.I., Kuzovlev V.P., Kuzovleva N.E., Tsarkova V.B. Skill and personality of the teacher. On the example of the activity of a foreign language teacher: textbook, manual. 2nd edition, corrected, supplemented. -Moscow: Flinta; Nauka, 2001. 240 p.
2. Kostina E.V. A model of blended learning and its use in teaching foreign languages. News of higher educational institutions. Series: Humanities, 2010. -T. 1. No. 2. S. 144.
3. Schukin A.N. Learning foreign languages. Theory and practice: textbook. manual for teachers and students. 2nd edition, corrected. and additional - Moscow: Philomatis, 2006. 480s.
4. Kolesnikova I.L., Dolgina O.A. English-Russian terminological reference book on the methodology of teaching foreign languages. St. Petersburg: Russian-Baltic information center "Blits", 2001. 223 p.