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THE ROLE OF MOTIVATION IN TEACHING ENGLISH AT PRIMARY EDUCATION

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Abstract. The effectiveness of foreign language acquisition in primary school is fundamentally dependent on the level of student motivation. This paper examines the psychological and pedagogical aspects of fostering interest in the English language among young learners. Traditional rote learning is increasingly being replaced by communicative and game-based approaches that align with the cognitive development of children. The study highlights the impact of positive reinforcement, interactive technologies, and the teacher's role in creating a supportive learning environment. Strategies to transition from extrinsic to intrinsic motivation are discussed as essential for long-term linguistic success and academic engagement.

Keywords: motivation, primary education, English language teaching, student engagement, gamification, intrinsic motivation, pedagogical strategies, young learners, educational innovation, language acquisition.

Introduction

Modern education faces growing challenges related to early language acquisition and its long-term effectiveness. Traditional methods often rely on mechanical memorization and repetitive exercises, which can lead to a significant decrease in student interest. In response to these issues, educators and researchers have begun to focus on more sustainable and psychologically sound alternatives. One such solution is the systematic cultivation of motivation, which serves as a foundation for minimizing negative attitudes toward learning.

Motivation is a complex construct derived from internal and external factors such as curiosity, social approval, and personal achievement. It possesses numerous advantages over traditional "drill-and-kill" methods. Highly motivated students are not only more attentive but are also able to process information with minimal psychological stress, which significantly lowers the affective filter in the classroom.



Main Part

In recent years, there has been a surge of interest in motivational strategies within the primary education sector. This is linked to global trends toward learner-centered education and the need for intercultural competence from an early age. Countries and institutions are actively implementing new methodologies and technologies that allow for teaching children with fewer resources and higher energy efficiency in terms of cognitive load.

Motivational tools include a wide range of diverse techniques, such as gamification, Total Physical Response (TPR), storytelling, and the use of authentic songs. These methods possess excellent psychological properties, including the ability to build confidence and resilience against learning difficulties, making them suitable for use in diverse primary classrooms.

The application of high-interest materials in teaching is also associated with improving the internal microclimate of the classroom. Many of these approaches provide excellent emotional insulation, reducing the need for strict disciplinary measures. This contributes to increasing the energy efficiency of the lesson and reducing the "burnout" of both students and teachers.

In recent decades, motivation has been actively researched for use in modern educational technologies. Certain tools, such as gamified mobile applications and interactive software, are used to create clean and lightweight learning blocks that children can easily digest. The development and implementation of such innovations allow not only for increased teaching efficiency but also for minimizing the negative impact of academic pressure.

The Two Engines of Motivation

To understand how kids learn, we have to look at where their "fuel" comes from.

Intrinsic Motivation (The Internal Spark)

This is when a child wants to learn English because they genuinely enjoy the activity. They like the way the words sound, they enjoy the games, or they feel a sense of pride in mastering a new "secret code."

- **Goal:** Long-term retention and a "love for learning."

Extrinsic Motivation (The External Push)

This involves outside rewards: gold stickers, high grades, or praise from parents. While effective in the short term, it can sometimes fizzle out if the rewards stop.

- **Goal:** Immediate engagement and task completion.

Why Primary Education is Unique

Teaching a 7-year-old is a completely different game than teaching a teenager. Here is why motivation looks different at this stage:

- **Shorter Attention Spans:** A primary schooler's focus is often shorter than a 30-second video. Motivation acts as the "glue" that keeps their attention fixed on the teacher.

- **Emotional Learning:** Children are "emotional sponges." If they feel safe, happy, and encouraged, they learn. If they feel bored or anxious, their brains literally shut down the pathways for language acquisition.
- **Immediate Gratification:** To a child, "English will help you in 20 years" sounds like static noise. They need to know why English is fun **right now**.

One striking example of using motivation as a core element is the design of "learner-friendly" classrooms. In these projects, motivational strategies are actively applied to improve communicative efficiency, reduce language anxiety, and create healthier conditions for cognitive growth. This allows educators to achieve high standards of sustainable education and meet international pedagogical benchmarks.

It is important to note that motivation can be utilized not only in standard language lessons but also in cross-curricular projects (CLIL). For example, using English in art, physical education, or science projects significantly reduces the dependence on traditional textbook-heavy resources and lowers long-term educational fatigue.

Alongside its advantages, fostering motivation presents certain challenges, such as limited durability of focus or difficulty in standardization across large groups. For instance, young learners can be subject to rapid shifts in attention or loss of interest, which requires additional measures for variety and engagement. However, modern technologies allow for solving these problems and increasing the longevity of the student's interest, making these methods competitive with traditional academic rigor.

One possible solution to these challenges is the use of motivational strategies in combination with other sustainable technologies, such as interactive boards, VR simulations, and personalized learning paths. This allows for the creation of sustainable and effective educational environments that not only minimize stress but also provide comfortable conditions for learners.

As the demand for ecological and sustainable solutions in education grows, motivational methodologies are becoming increasingly accessible and economically viable. In the future, one can expect further development and dissemination of such technologies, leading to a reduction in "pedagogical waste" (lost time and effort) and an increase in their prevalence on the market. This will create new opportunities for the use of motivational strategies in primary education worldwide.

A vital aspect of implementing motivation-based learning is the training and professional development of specialists in the field of sustainable pedagogy. Architects of curriculum, engineers of educational tools, and teachers must have the knowledge and skills to effectively work with these new paradigms. This will require changes in educational programs and additional training for specialists.

Conclusion

Motivation has enormous potential for application in the construction of the education of the future. Its psychological characteristics, renewability of interest, and sustainability make it an ideal



solution for creating more resilient and safe learning environments. With the development of technology and increased awareness of its benefits, motivation will become an integral part of the global educational industry.

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