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## **INCREASING STUDENTS' MOTIVATION IN LEARNING FOREIGN LANGUAGES IN AGRICULTURAL UNIVERSITIES**

In today's world, knowing one or even two foreign languages is no longer an exception but a necessity. Employers often require foreign language proficiency, even when the job does not directly involve language use. With its aspirations to join the European Union, language skills have become particularly relevant in Ukraine. Analyzing language education in the EU reveals that nearly 95% of linguistic students focus on only four out of the 23 official EU languages, with English leading, followed by German, French, and Spanish. Russian ranks fifth despite lacking EU language status. However, foreign language proficiency among agricultural university graduates remains insufficient, especially concerning a second foreign language, such as German or French, which is often an elective subject.

Practical experience shows that many students lack a positive attitude toward learning foreign languages. The absence of a clear connection between language skills and future professional activities negatively affects learning outcomes. Limited instructional hours, the elective status of a second foreign language, and the absence of formal assessments contribute to low motivation. This raises the question of whether it is possible to increase student interest in foreign language studies under such conditions.

Motivation, a crucial element in learning, can be intrinsic or extrinsic. Intrinsic motivation stems from personal interests, such as career growth, decision-making freedom, and intellectual development, while extrinsic motivation is shaped by

external factors, such as praise or academic requirements. External motivation has a short-term effect, whereas intrinsic motivation provides long-lasting engagement.

In agricultural universities, students' interests are primarily career-oriented. Therefore, professional motivation should be emphasized. Awareness that language skills enhance job qualifications, along with opportunities for internships abroad in countries like the USA, Denmark, Ireland, France, and Germany, can increase motivation. Agreements between agricultural universities and international companies offer temporary employment opportunities for students.

The communicative approach, widely recognized in language teaching, is crucial in agricultural universities. Its goal is to enable students to handle real-life professional communication. This approach fosters communicative competence in speaking and writing, interaction with foreign colleagues, comprehension of foreign-language documents, and engagement with international sources. Thus, foreign language education should not only focus on grammar and phonetics but also on practical application in professional contexts.

To enhance learning, course content should reflect students' future careers, incorporating relevant materials and interactive classroom activities. Speech exercises should simulate real-life professional situations. In conclusion, incorporating a communicative and profession-oriented approach can significantly enhance student motivation in foreign language learning within agricultural universities. Providing real-world applications and emphasizing career benefits will ensure that students recognize the importance of language skills for their professional success.

## References.

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