

errors, to which G. Palmer refers to errors in the length of vowels and, stress, the degree of indistinctness, violations of the degree of coherence of words. As a result of the experimental work carried out on the basis of gymnasium No. 2 in Vitebsk, we identified the following errors in pronunciation as the most common among students of English:

1. Stunning final voiced consonants. This deviation from the norms of pronunciation of the English language is unacceptable, because it very often leads to a distortion of the meaning of the statement.

2. Softening of hard consonants, however, it is worth noting that in English pronunciation, softening does not have a meaningful distinguishing function.

3. Incorrect phonemic duration of English vowels.

4. Absence of aspiration of English deaf explosives. Aspiration has no meaningful meaning, and its absence is just a violation of the pronunciation norm, and not a distortion.

5. Relaxed articulation (in some cases it is not decisive in communication).

6. Incorrect stress. Shifting stress, which violates the grammatical form and meaning of the word, is a typical mistake that requires a warning from students.

7. Sounding of deaf consonants, which is an assimilative transfer of the habits of the native language and, as a rule, does not affect the communicative function.

8. Deep articulation of some vowel phonemes.

**Conclusion.** Thus, on the basis of the foregoing, one can single out the main thing that should attract the teacher's attention when preventing errors in phonetic phenomena, namely: 1) preventing the softening of English consonants; 2) prevention of stunning final voiced consonants; 3) prevention of violations of phonemic longitude and shortness of vowels; 4) prevention of incorrect placement of phrasal and verbal stress. A methodical solution to overcoming typical phonetic errors is based on a system of training exercises and activation of phonetic skills in speech.

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## THE PROBLEM OF MOTIVATION IN LEARNING A FOREIGN LANGUAGE BY COLLEGE STUDENTS

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Keywords: extrinsic motives, intrinsic motives, social working websites, learning a foreign language, undergraduates.

A good command of a foreign language has become an indispensable quality of a well-educated human being. This quality, like any other activity, depends

on a person's motivation, which appears to be a rather complicated issue to deal with. For decades researchers have been studying all possible aspects of this phenomenon. According to recent reports Internet resources are recognized as one of the efficient means of maintaining a student's motivation.

The main goal of the present article is to study the peculiarities of students' motivation, to trace the motives of learning a foreign language by students at different stages of studying and to ascertain the correlation between the motives and social networking websites used in learning a language.

**Material and methods.** Critical analysis the scientific sources, questioning, comparative analysis of the data, sorting out and description are helpful in our investigation of the problem.

**Findings and their discussion.** Despite the fact that the notion "motivation" has been thoroughly investigated, some aspects still remain the issues of continuous scientific research. The essence of a person's motivation was studied by I. Zimnaya, L. Bozhovich, E. Ilyin, V. Vilunas, I. Belikh, A. Leontieva, N. Elfimova, A. Markova, etc.

There exists an array of approaches to classification of motives. They are grouped into cognitive and social (L. Bozhovich and A. Markova). American scientists Richard M. Ryan and Edward L. Deci consider them to be intrinsic and extrinsic. E. Ilyin questions the commonly used classification of motives which implies the existence of external and internal ones.

We support T.O. Gordeeva's point of view who considers motives to be a constituent of motivation and shares Richard M. Ryan and Edward L. Deci's theory [2].

Intrinsic motivation means that "the reasons that generate this activity lie within the individual and active cognitive activity in itself gives him pleasure and is of interest and value" [2, p. 35].

Extrinsic motivation implies that "the activity performed is a means of achieving goals external to its content, set independently or by other people" [2, p. 35].

The analysis of scientific research articles enables us to outline the basic factors that determine a student's motivation: the level of academic achievements, personal characteristics of teachers and students and peculiarities of their intercourse, students' linguistic abilities, the contents of the academic syllabus, classroom atmosphere, opportunities for real communication, professionally oriented academic activities [4].

Recent research works put forward the idea that social networking websites (Facebook, Instagram, YouTube, Twitter) are extremely helpful in maintaining internal students' motivation for learning a foreign language. The researchers assume that the mentioned websites present a combination of visual demonstration with simultaneous explanation of the material. Their implementation in the academic process enables to solve a range of didactic aims: to form and improve reading skills, to improve listening skills on the basis of authentic texts, to im-

prove speaking and writing skills, to enrich and upgrade vocabulary, to form a sustainable motivation to learn a foreign language [3].

Some researchers [1] single out such benefits of social networking websites as development of different kinds of thinking, including critical one; formation of the ability to perform analysis, synthesis, abstraction and generalization; encouragement of autonomous language learning; formation of the skills to carry out experimental and research activities and contribution to making independent judgement.

The survey carried out in Orsha College VSU named after P.M. Masherov among future teachers (undergraduate primary, pre-school and English teachers) shows that 66% of pre-school and primary school teachers have intrinsic motives for learning a foreign language (the prevailing motives are self-development and reading authentic texts). 100% of future English teachers point out such internal reasons for getting a good command of the language as being skillful in their profession (40%), self-development (30%), broadening outlook (20%) and reading authentic texts (10%). The main extrinsic motives of the undergraduates are as follows: opportunities for travelling (36%) and communication with native speakers (31%), prestige (as English is an international language) (30%).

The comparative analysis of the first-year students' and undergraduates' motivation (future teachers of English) enables us to claim that their intrinsic motives are almost the same: being expert in English (36% and 40% correspondingly), self-development (32% and 30%) and reading authentic texts (16% and 10%). Fourth-year students add the opportunity to broaden horizons (20%) to this list.

Their external reasons for learning English are slightly different. The first-year students single out such reasons as communication with native speakers (48%), prestige of the language (32%), travelling and living abroad (5%). The undergraduates emphasize travelling opportunities (40%), communication with native speakers (35%) and prestige (30%).

Taking into account the fact that social networking website are widely acknowledged as efficient educational resources that maintain students' motivation, the respondents were asked to answer the question "What resources do you find helpful in learning English?". Only 16% of the first-year respondents use social networking websites in their language acquisition. They give the preference to textbooks and reference books (64%). Some of them (20%) practise film watching and music listening.

On the contrary, the prevailing majority of the fourth-year respondents (60%) learn English using Engvid.com, Rick Steve's Europe, Maria Batkhan. 25% and 35% of the surveyed find online applications and dictionaries (both online and off-line) helpful in language learning.

Despite the fact that considerable number of students implement social networking websites in their English learning, their motivators are the following: a teacher's personality (61%), teaching methods (33%), the contents of the lesson (28%) and their own interest in a language acquisition (17%).

**Conclusion.** The results of the survey enable us to conclude that social networking websites have nothing to do with maintaining a sustainable motivation of the college students although the level of intrinsic motivation for learning English is objectively high. It can be explained by the fact that the students are mostly engaged in professional classroom English learning (approximately 30 hours a week). Social networking websites are extremely beneficial in promoting self-study and are undeniably helpful in a language acquisition.

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## DISTANCE LEARNING: PROS AND CONS

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**Keywords:** online distance learning, technology, emergency remote teaching, flexibility.

Education always undergoes constant changes and reforms. Teachers and students often have to adapt to new tendencies and ways of teaching and learning. The last two years have made the process of teaching a problem. Due to the pandemic teachers came across challenges in education and had to speed on distance learning technologies. As a result online distance learning emerged as a solution to continue with teaching and learning during the COVID-19 pandemic [1].

The aim of our research is to analyze advantages and disadvantages of online distance learning as an alternative to traditional teaching in emergency remote teaching.

**Material and methods.** We conducted a questionnaire with 3-year and 4-year students (43 people), method of classification, systematization and comparison, analysis of various sources of information.

**Findings and their discussion.** Students of our college had experience of online distance learning which took place in 2019-2020 (from April to July) and 2020-2021 (1 week in November). The results of the research are listed below.

12% of the students were satisfied with a possibility to learn new technologies, improve their skills in working with new programs (Zoom, Google Classroom, VK, Viber, etc). They gain valuable technology experience. 14% of the respondents noticed that distance learning is very convenient and you can study