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MODERN TRENDS IN MOTIVATIONS
FOR LEARNING RUSSIAN AS A FOREIGN LANGUAGE
(INTERNATIONAL RESEARCH DATA FROM 2010–2014)

Question: “What would you do to improve the teaching of Russian as a foreign language today?”

Answer: “I would begin by motivating students.”

(From an interview with a professor from Hungary. November 2012, Pécs).

FORMULATION OF THE PROBLEM

One of the primary tasks for a teacher of a foreign language is building strong motivational skills within her students. Maintaining proper motivation amongst students reinforces a high incentive to learn the language in question, not only while the student is attending school, but also later in life. This thesis is currently under discussion in academic forums in Europe, Asia, and North America. For example, a college in the US reports the following lamentable statistics: after the first semester [of studying Russian], interest in continuing to learn the language is reduced by 40%. The number of second-year students is significantly reduced, and by the third and fourth year, the number of students who are studying Russian as a foreign language is a mere 20%; a large number of these students are those with Russian roots — new generation “heritage speakers” (Polinsky, Kagan, 2007). As interest in studying Russian dissipates for a large number of students, so too does the students’ motivation to learn the language. Master’s programs are partially filled, and

few students go on to pursue post-graduate education. A sample survey among students of the US and Canada showed that the primary reason for these effects is the reduction of motivation due to the opinion of students that Russian is “a difficult language with a complicated grammar,” that “the sphere of utility of Russian is shrinking,”¹ and therefore that “it is inconvenient to use [Russian] for future professions.”² Preceding pedagogy, there exists a complex, methodological task — to convince students that Russian grammar is not more complicated than the grammar of any other language (e.g. Chinese, Arabic, Finnish, etc.), and that the cultivation of a language system is beneficial not only to the actual using of the language, but also to the intellectual development of the student in general. Two vital tasks for teachers of foreign languages are as follows: 1) to understand which stage of studying Russian as a foreign language ought to actively support students’ motivation, and 2) to adjust (if necessary) the learning process in order to maintain a high level of motivation.

In beginning to develop the thesis of this project, the work of I.A. Zimnyaya regarding the motivational sphere of human activities and the complexity of the process of continually changing and developing education, was influential.

This publication aims to examine and compare new motivational directives that have been developed in the last twenty years regarding teaching Russian language and Russian culture in the following countries of the CIS: Moldova, Kazakhstan, Kyrgyzstan, and Uzbekistan; as well as the following countries of Central, Western, and Southern Europe: Finland, Austria, Hungary, Poland, Czech Republic, Bulgaria, and Slovenia.

Comparative research was carried out to investigate three socio-cultural situations. The status of the functioning of the Russian language became the basis for defining the type of socio-cultural situation, since this status determines approaches to teaching and the level of motivation for choosing a foreign language (first or second) to study.

First situation: Different statuses of the functioning and studying of Russian in countries of the CIS the Baltics. See Table 1:

¹ The research was performed by N. Getmanenko among the American students, who study Russian language in 2005 at BYU University, USA.

² See above.

Country		Status	Country		Status
Ukraine ³	46.0%	Official at the regional level	Armenia	70.0%	Foreign ⁴
Belarus	80,0%	Public	Georgia	55.0%	Foreign
Moldova ⁵	5,0%	Official at the regional level	Azerbaijan	70.0%	Foreign
Lithuania	78,0%	Foreign	Uzbekistan	5.0%	Minority language
Latvia	81,2%	Foreign	Turkmenistan	2.0%	International relations

Table 1. Status of the Russian Language in the CIS and the Baltics⁶

The results show that “the status of the Russian language in each country of the former Soviet Union has its own specific characteristics. This is due to a variety of factors, such as the peculiarities of economic and political development of the aforementioned countries during the Post-Soviet period, as well as the number of Russian-speakers living in these countries⁷ (Pyanov: 6, 55–56). However, the main function of the Russian language remains unchanged: Russian still has “the significance as a translator of scientific expertise, and also makes possible the familiarization with Russian culture”⁸ (Pyanov).

Second Situation: The functionality and learning of Russian in the capacity of a foreign student (Austria, Slovenia, Bulgaria, Czech Republic, Poland, Romania). In Europe, the status of the Russian language remains unchanged — Russian still has the status of a foreign language. The status of the Russian language in the hierarchy of prioritized languages has changed: where previously Russian was the

³ Results of recent surveys performed by the Kiev International Institute of Sociology.

⁴ Armenia ratified the European Charter of regional languages, under which Russian language in Armenia is recognized as a minority language.

⁵ The Census data was carried out in the Republic of Moldova in 2004.

⁶ GT: It should be noted that the literature on this topic gives different figures — for example, others were given at September 28–29, 2012 at Moscow State Institute of International Relations (university by prof. MGIMO RISA VII Convention, Moscow), so we specify the sources that the authors of this publication supported in their study.

⁷ A.E. Pyanov, *The status of the Russian language in the CIS*, “Kemerovo State University” 2011, No. 3 (47), p. 55–59.

⁸ Ibid.

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primary foreign language as determined by the countries formerly sympathetic to the USSR, now English and German have replaced Russian. Yet the decline of interest in the Russian language in the wake of the tumultuous political events in Europe (the collapse of the USSR and the unification of Europe) has not led to the complete destruction of a professional interest in Russian and Slavic studies. Our conclusions are confirmed experimentally.

Third Situation: The functioning and study of Russian language only in Russian-speaking areas (Russia and to some extent Ukraine and Belarus). Features of this situation — the study of Russian as a foreign language in the Russian-speaking environment. The methodology of teaching and maintaining motivation in this case has its own peculiarities.

A survey was deliberately carried out under various contexts in order to obtain objective and fair results.

METHODS OF PREPARATION, DATA COLLECTION AND PROCESSING

A questionnaire was developed in four parts, and given to foreign students in universities, colleges (1–2 year), and high school students, who voluntarily chose to study Russian as a foreign language.

Due to the fact that the survey was given to students with different levels of proficiency in Russian, some answers were proposed in advance, but at the same time the respondent was allowed to offer his/her own variant of answer, i.e. respondents could specify more than one answer to the question: “Why did I choose to study Russian?”

The second part of the task consisted in two questions: “I would recommend learning Russian language because...” and “I would not recommend learning Russian language because...”. In this part, participants were asked to write a short essay of three or four sentences.

The third part of the questionnaire consisted in a task in which respondents were asked to assess their own level of Russian-language proficiency as either good/excellent, satisfactory, or unsatisfactory.

The fourth part of the questionnaire asked for methodical advice of students to improve the teaching of Russian today (content, methods and techniques).

In the course of the study individual interviews and interviews with Russian teachers, students, and senior students studying Russian were also used. Some comments are given in the article.

The range of participants in the survey was not limited only to those foreign students who came to study in Russia – in fact, such students are the minority group in the study. Most of the students and high school students responded to the questionnaire within the walls of their home universities and colleges, in Vienna (Gymnasium at the Benedictine monastery Schottengymnasium), Austria; in Almaty (University) of Kazakhstan; Tashkent (Uzbek Humanities University of World Languages), Uzbekistan; Bishkek (National University. Zhusupana Balasagyn), Kyrgyzstan; in Chisinau (Tiraspol State University Chisinau Yablochkin [CU], State Pedagogical University [KSPU]) in Balti (State University [BSU] A. Russo), in Comrat (Comrat State University), Moldova; in Hradec Kralove (University of Hradec Kralove), Czech Republic; in Sofia (Sofia University. St. Kliment Ohridski), Bulgaria; in Ljubljana (Russian Center of Education and Culture in Ljubljana), Slovenia; in Krakow (Pedagogical University. Commission of National Education), Poland; in Helsinki (in Russian language courses at the Russian Centre of Science and Culture), Finland in Budapest, Universitas Budapestinensis de Rolando Eötvös nominata, Hungary.

The study involved 253 foreign students from universities and colleges as well as high school students.

The data obtained were subjected to statistical processing and put into tables.

The full text of the questionnaire can be found in the appendix to this article.

DEFINITION OF MOTIVATION. MOTIVATION AS A BASIC CATEGORY OF TECHNIQUES

Motivation rightly applies to both basic and psychological categories techniques. Despite the fact that research on motivation has a long history and many domestic and foreign scholars have dedicated their works to it, such as: X. Murray (1938), A. Maslow, J. Atkinson (1964), A. Leontiev (1970), G.A. Kitaygorodskaya (1972), B.A. Benedict (1974), A.R. Arutyunov (1990) and many other psychologists, pedagogues and methodologists search for new approaches and teaching strategies being actively pursued.

Based on the position of I.A. Zimnyaya that educational motivation, like any other kind of learning activity, has its own specificity

(type of educational systems or institutions, the method of organization of the educational process; subjective characteristics of the audience, i.e., the level of learning abilities, which depend on age, gender, intellectual development, level of aspiration, self-esteem, ability to interact positively with classmates; personality traits of the teacher, the ability to find a stable contact with the audience, a feature of the subject, in this case, Russian as a Foreign Language (RFL) is taught, as mentioned above, in various social and cultural situations (Zimnyaya, 2004). We offer our own definition of motivation which is focused on the study.

By “motivation” we understand a system of rewards and incentives in the learning process (in our case, in the teaching of RCTs), which could influence the depth of learning and efficiency of developing communicative skills.

Motivation, particularly but not exceptionally, is perhaps the most indisputable and most studied factor with respect to the success of the general teaching and learning of foreign languages. It is the “launching mechanism of any activity, whether it be work, communication or knowledge. Aside from the well-known external and internal motivation in foreign psychology, global, situational, and instrumental motivation are also distinguished” (Kravchenko, <http://englishmax.ru/>).

Elements of the declared system, following psychologist B.I. Dodonov, can take motivational orientation: mastery of the material in a certain way during the training process and the resulting sense of satisfaction at the same time; orientation towards the successful outcome of training activities (getting the amount of knowledge); focus on the desire to arrive at a valuation of the teacher; focus on preventing pressure gaps amongst their comrades (Dodonov: 3).

Considering the category of motivation primarily in the methodological plane, we specify the utilized concepts of internal and external motivation.

By “internal motivation”, we understand the personal incentive of students to study Russian and the conscious recognition of the importance of this decision. Internal motivation is more associated with the emotional side of the personality, the desire to learn the Russian language — one of the most beautiful and euphonious of the world’s languages. External motivation involves the objective conditions of learning Russian as well as the plans for the use of Russian in life or business. External motivation has a bearing on

the political and economic situation of the present moment. The conjunction of internal and external motivation is the key to successful language acquisition. Considering after A.R. Arutyunov and other researchers that the definition of objectives in teaching a foreign language is primarily dictated by external social factors. We sought to first determine in what consists the “modern social order” to the educational system of teaching foreign languages — in our case, Russian (Arutyunov:1).

RESULTS OF THE RESEARCH

The results of the survey, interviews, and interview data have been summarized in tables. The basis for the grouping served as a value belonging to closely related languages of the recipient language group, with the exception of a survey of a group of foreign students who study Russian in Russia, who were combined into a single table:

Suggested answers	Type(s) of motivation	Czech Republic — 44 2012	Poland — 21 2012
This language is rich in culture.	External	24 (55%)	15 (71%)
I need this language for my future work.	Internal	33 (75%)	19 (90%)
It is an opportunity to develop my mental capacities.	Internal	24 (55%)	9 (43%)
Because I want to read the great Russian literature in the original.	Internal	0 (0 %)	8 (38%)
It will allow the opportunity to go to Russia without needing to use an interpreter.	Internal	21 (48%)	11 (52%)
Because it will be easier to learn other Slavic languages.	External	12 (27%)	3 (14%)
So I can speak freely with the Russian-speaking online community.	Internal, External	9 (20%)	4 (19%)

Table 2. Motives for studying Russian. European countries of Central Europe, Western Slavic language group: Czech Republic — 44 students, Poland — 21 students. Students studying outside of Russia

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Country	Good, excellent	Satisfactory	Unsatisfactory
Czech Republic – 44	25 (56.8%)	18 (40.9%)	1 (2.3%)
Poland – 21	11 (52.3%)	10 (47.6%)	0 (0.0%)

Table 3. Levels of proficiency in Russian (self-appraised)

The results show that the motives for modern Polish and Czech students who chose to study Russian as a foreign language are firmly based on practical needs: the majority of students selected their primary motive as – “I need this language for my future work.” At the same time, there is a high interest in the study of Russian as a vehicle of a rich culture. These figures were found to be especially high (71%) in the Polish group. Today we are inclined to regard the studying of Russian as possessing high methodological potential.

Czech students, in addition to the proposed responses, specified their own reasons for learning Russian, among which were: euphony, the beauty of the Russian language (“beautiful language”), the closeness of Russian to the Czech language, economic reasons (“the great economic potential of Russia”), the increased role of Russian in the world and in Czech society; “good to know eastern Russian and western English”,⁹ “Russian is easier to learn than French, English, German,” “in the Czech Republic there are a lot of Russians,” “the language has returned to the schools,” “relatives in Russia.”¹⁰

Students from Hungary and Finland were merged into one group, based on the fact that both languages belong to the same language group (Finno-Ugric). Their responses are summarized in Table 4:

Suggested answers	Types of motivation	Finland– 31 2012	Hungary – 40 2012
This language is rich in culture.	External	20 (64.5%)	27 (67.5%)
I need this language for my future work.	Internal	13 (41.9%)	29 (72.5%)
It is an opportunity to develop my mental capacities.	Internal	14 (45.1%)	16 (40%)

⁹ We use literally phrases which students provided during the questioner.

¹⁰ See above.

Because I want to read the great Russian literature in the original.	Internal	8 (25.8%)	12 (30%)
It will allow the opportunity to go to Russia without needing to use an interpreter.	Internal	22 (70.9%)	19 (47.5%)
Because it will be easier to learn other Slavic languages.	External	1 (3.2%)	5 (12.5%)
So I can speak freely with the Russian-speaking online community.	Internal, External	5 (16.1%)	8 (20.0%)

Table 4. Motives for studying Russian. European countries. Finno-Ugric language group: Hungary – 40, Finland – 31. Students studying outside of Russia

Country	Good, excellent	Satisfactory	Unsatisfactory
Hungary – 40	25 (62.5%)	12 (30.0%)	3 (7.5%)
Finland – 31	8 (25.8%)	16 (51.6%)	7 (22.5%)

Table 5. Levels of proficiency in Russian (self-appraised).

This group of students demonstrated both practical interest in Russian as a tool of possible professions: (72.5% of Hungarian and 64.5% of Finnish respondents), as well as a phenomenon of a rich culture (67.5% of Hungarian and 64.5% of Finnish respondents). Almost half of the students in each group acknowledged that the study of Russian is a way to develop their intellectual abilities, and one quarter of students are planning to read Russian literature in the original.

Suggested answers	Type(s) of Motivation	Bulgaria – 25 2012	Slovenia – 21 2013
This language is rich in culture.	External	18 (72%)	15 (71%)
I need this language for my future work.	Internal	22(88%)	19 (90%)
It is an opportunity to develop my mental capacities.	Internal	9 (36%)	10 (47%)

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Because I want to read the great Russian literature in the original.	Internal	6 (24%)	6 (28%)
It will allow the opportunity to go to Russia without needing to use an interpreter.	Internal	9 (36%)	10 (47%)
Because it will be easier to learn other Slavic languages.	External	3 (12%)	5 (24%)
So I can speak freely with the Russian-speaking online community.	Internal, External	10 (40%)	11 (52%)

Table 6. Motives for studying Russian. European countries of Central Europe, group of southern Slavic languages: Bulgaria — 25 students, Slovenia — 21 students. Students studying outside of Russia

Country	Good, excellent	Satisfactory	Unsatisfactory
Bulgaria — 25	18 (72.0%)	7 (28.0%)	0 (0.0%)
Slovenia — 21	15 (71.0%)	6 (28.0)	0 (0.0%)

Table 7. Levels of proficiency in Russian (self-appraised)

Bulgarian students made the following remarks in regards to their motives to choose to study Russian: “I can find work in Russia;” “I want to socialize with people in real situations;” “I need this language because it is the language of my mother;” “I love Russians. I want to get acquainted with the culture of Russia;” “Russian is of immediate interest today;” “I have Russian roots and I want to know about the culture of Russian;” “Because every new language studies opens up a new world; it gives more opportunities to develop;” “I love Russian and I want to live and work there;” “Russians are very pleasant people and Russian culture is glorious;” “I want to convey the richness of Russian culture to my children; it is a beautiful and interesting culture;” “I want to find work with the language;” “Mastering Russian is enormously worthwhile. I like the sound of the Russian language, and to speak in Russian is a great pleasure to me.”

The results obtained in the preparatory school at the Benedictine monastery in Vienna Schottengymnasium (Austria), are demonstrated in Table 8 below:

This language is rich in culture.	External	8 (53.3%)
I need this language for my future work.	Internal	9 (60.0%)
It is an opportunity to develop my mental capacities.	Internal	7 (46.6%)
Because I want to read the great Russian literature in the original.	Internal	9 (60.0%)
It will allow the opportunity to go to Russia without needing to use an interpreter.	Internal	12 (80.0%)
Because it will be easier to learn other Slavic languages.	External	2 (13.3%)
So I can speak freely with the Russian-speaking online community.	Internal, External	4 (26.6%)

Table 8. Motives for studying Russian. European countries: Western Europe. Austria – 15 Senior high school students studying outside of Russia

Country	Good, excellent	Satisfactory	Unsatisfactory
Austria – 7	6 (40.0%)	6 (40.0%)	1 (6.6%)

Table 9. Levels of proficiency in the Russian language (self-appraised)

Note: Not all respondents indicated their level of proficiency.

Suggested answers	Type of motivation	Kazakhstan – 46, 2013	Kyrgyzstan – 27, 2011	Uzbekistan – 20, 2012
This language is rich in culture.	External	18 (39.1%)	25 (92%)	13 (65%)
I need this language for my future work.	Internal	36 (78.2%)	27 (100%)	16 (80%)
It is an opportunity to develop my mental capacities.	Internal	20 (43.4%)	8 (29%)	9 (45%)
Because I want to read the great Russian literature in the original.	Internal	8 (17.3%)	20 (74%)	5 (25%)

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It will allow the opportunity to go to Russia without needing to use an interpreter.	Internal	6 (13.0%)	7 (26%)	2 (10%)
Because it will be easier to learn other Slavic languages.	External	6 (13.0%)	15 (55%)	2 (10%)
So I can speak freely with the Russian-speaking online community.	Internal, External	16 (34.7%)	4 (15%)	3 (15%)

Table 10. Motives for learning the Russian language. Countries of the CIS: Kyrgyzstan, Uzbekistan, Kazakhstan. Students studying outside of Russia.

Upon analysis of the results, it is necessary to recognize that today's college students who voluntarily choose to study Russian are distinguished from others by their pragmatic approach to studying Russian, i.e. the Russian language is associated with the professions of 78.2% of Kazakh, 80.0% of Uzbek, and 100% of Kyrgyz students. At the same time, students recognize that the Russian language is still a language of great culture, so learning it should not be limited only to those studying strictly for their professions. 25.0% of students from Uzbekistan, 17.5% from Kazakhstan, and 74% from Kyrgyzstan plan to read the great Russian literature in the original (Getmanenko, Ivanova, Kachigulova: 2,104–108):

Country	Good, excellent	Satisfactory	Unsatisfactory
Kyrgyzstan	19 (70%)	6 (22%)	2 (7%)
Uzbekistan — 20	10 (50.0%)	9 (45.0%)	1 (5.0%)
Kazakhstan — 46	34 (73.9%)	12 (26.0%)	0 (0.0%)

Table 11. Levels of Proficiency in Russian (self-appraised)

Suggested answers	Type of Motivation	Moldova — 27 2010
This language is rich in culture.	External	19 (70%)
I need this language for my future profession.	Internal	9 (33%)

It is an opportunity to develop my mental capacities.	Internal	19 (70%)
Because I want to read the great Russian literature in the original.	Internal	7 (26 %)
It will allow the opportunity to go to Russia without needing to use an interpreter.	Internal	7 (26%)
Because it will be easier to learn other Slavic languages.	External	8 (29%)
So I can speak freely with the Russian-speaking online community.	Internal, External	3 (11%)

Table 12. Motives for studying Russian. Countries of the CIS: Moldova – 27 students. Students studying outside of Russia

The results of the survey from the Moldavian students look very balanced and suggest a strong motivation of young people. The majority of respondents voluntarily focused on the study of Russian and expect that they will use it not only as a means of organizing and doing business (33%), but also as a means of intellectual development (70%). A majority of respondents (70%) acknowledge the fact that Russian is a language of rich culture and history.

Moldova – 2010

Total:	456 students	
Good, excellent	Satisfactory	Unsatisfactory
248 (54.3%)	156 (34.2%)	38 (8.3%)

Table 13. Levels of Proficiency in Russian (self-appraised)

Suggested answers	Type(s) of Motivation	China – 11 2012	Iran – 1 2012	Brazil – 3 2012
This language is rich in culture	External	8		2
I need this language for my future profession.	Internal	10	1	2
It is an opportunity to develop my mental capacities.	Internal	5		1

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Because I want to read the great Russian literature in the original.	Internal	2		
It will allow the opportunity to go to Russia without needing to use an interpreter.	Internal	11	1	2
Because it will be easier to learn other Slavic languages.	External		1	
So I can speak freely with the Russian-speaking online community.	Internal, External		1	

Table 14. Motives for learning the Russian language.
Other countries: China, Iran, Brazil. Students are taught in Russia

Country	Good, excellent	Satisfactory	Unsatisfactory
China – 11	6 (54,5%)	4 (36,3%)	1 (0,9%)
Iran –1	0 (0,0%)	1 (100%)	0 (0,0%)
Brazil –3	0 (0,0%)	2 (66,6%)	1 (33,3)

Table 15. Levels of Proficiency in Russian (self-appraised)

To better understand the general trends emerging today with respect to motivation towards learning Russian in a non-native environment, it was decided to compile the results in a single table. See Table 16.

Answers	CZ 44	PL 21	HU 40	FI 31	BG 25	AT 15	KG 25	UZ 20	KZ 46	MD 27
It is a language rich in culture	24 55%	15 71%	27 67.5%	20 64.5%	18 72%	8 53.3%	25 92%	13 65%	18 39.1%	19 70%
It is a language that I need for my future profession	33 75%	19 90%	29 72.5%	13 41.9%	22 88%	9 60.0%	27 100%	16 80%	36 78.2%	9 33%
It is an opportunity to develop my mental capacities	24 55%	9 43%	16 40%	14 45.1%	9 36%	7 46.6%	8 29%	9 45%	20 43.4%	19 70%

Because I want to read the great Russian literature in the original	0 0 %	8 38%	12 30%	8 25.8%	6 24%	9 60.0%	20 74%	5 25%	8 17.3%	7 26 %
It will allow the opportunity to go to Russia without needing to use an interpreter	21 48%	11 52%	19 47.5%	22 70.9%	9 36%	12 80.0%	7 26%	2 10%	6 13.0%	2 10%
Because it will be easier to learn other Slavic languages	12 27%	3 14%	5 12.5%	1 3.2%	3 12%	2 13.3%	15 55%	2 10%	6 13.0%	8 29%
So I can speak freely with the Russian-speaking online community	9 20%	4 19%	8 20.0%	5 16.1%	10 40%	4 26.6%	4 15%	3 15%	16 34.7%	3 11%

Table 16. Summary table. Motives for learning the Russian language. Students studying outside Russia

Summarizing the obtained results, we can say that many young people today who are interested in learning Russian, directly linked their interest in Russian to their future profession (teaching, tourism, projected economic growth of Russia, trade and cooperation in the border areas, etc.).

Recognition that Russian is a language of great culture takes place, but it yields to a pragmatic approach to the education of a new generation of students.

The fact that one third of students view studying Russian as the process of intellectual development is a good sign, because it makes it possible to attribute the Russian language to the system of forming general skills.

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Attention is drawn to the fact that one third of students are reading great Russian literature while also studying Russian, but the majority of students who are interested in reading Russian classics are students from Austria (60.0%) and Kyrgyzstan (74.0%).

Studying Russian as a base to study other Slavic languages was found in a quarter of the students surveyed.

Communication over the Internet is also carried out to no more than a quarter of respondents.

These results show that the choice of Russian as a foreign language (first or second) of modern students is, first and foremost, guided by pragmatic reasons.

TO RECOMMEND OR NOT TO RECOMMEND STUDYING RUSSIAN TODAY. THE RESULTS OF THE SURVEY

The conclusion drawn by the results of the pooled data shows that most of the students who chose to study Russian language and culture are inclined to recommend it to their companions to study. Here are a few examples. Polish students who were advised to study Russian language, believe that Russian is “the language of the future, the most beautiful language in the world!;” “Europe is increasingly opening the door to the East, you may find work;” and “Many people in the world speak Russian.” Students from Finland responded that “One must study Russian because the world is changing and young, resourceful people know this especially;” “there are many Finns who know English and few Finns who are fluent in Russian;” “It will be easier to travel;” “I would recommend studying Russian because we have good teachers;” “It [learning Russian] relieves stress;” “It [Russian] is a language of rich religious culture;” “Russian is needed today in Finland, the literature is excellent;” “Russia is our neighbor, I want to open the window to the East (analogue to the ‘Window on Europe’);” “Many Russians come to Finland for vacation, it is necessary to speak with them in Russian;” “It is a useful and beautiful language;” and “It is necessary to develop relations with Russia.” Hungarian students answered with the recommendations: “to learn Russian is a pleasure;” “The world will be open to the East, we must learn Russian;” and “Russian language becomes important in the economy and Hungary is surrounded by Slavic culture.”

To those students who have a “bad attitude towards Russia,” their peers advised not to spend time learning Russian language and culture, as well as to those who do not have the patience to “study the difficult Russian language,” “verbs of motion, and the prepositional-case system.” As for those who are “lazy” and who “have no interest whatsoever,” they are advised to not even begin learning Russian.

The compressed scope of this article does not permit the opportunity to demonstrate other comments which were deemed as the most typical.

METHODS AND MEANS OF TEACHING RUSSIAN LANGUAGE AND CULTURE AS A WAY TO ENHANCE MOTIVATION

Learning a foreign language is a complicated endeavor, so professionals know how difficult it is to give concrete methodological advice in order to ensure a successful outcome of education. The search for effective forms of classroom and extracurricular activities that support and motivate the study of a foreign language is an ongoing creative process.

The learning process is interactive in nature: the success of the interaction between teacher and student at the initial stage is largely determined by the directives the students receive from their teacher. The primary objective of this stage of education is to turn interest of novice students towards language by constant motivation, thereby creating the prerequisites necessary to save student enrollment. The personality of the teacher as an acquisition source of information as well as the methods of interpretation are of great importance at this stage. The ability of the teacher to create a favorable atmosphere, in which there is cooperation, cannot be overemphasized.

In Ndiaye Suleiman’s dissertation *Methods for increasing motivation in teaching foreign languages (for example, the Russian language in Senegal)* gives firsthand experience of teaching Russian language, about how it “is widely used, for example, in singing and in games, not only as means of mastering the vocabulary and grammar but also as a way to enhance students’ motivation” (Suleiman: 5).

The efficient mechanism of transition from interest in the language to stable motivation can serve as a strategy for communication techniques, commonly used in early language-learning (in this case, Russian). Slavic colleagues note how well collective forms of

work have proven themselves to be, for example, collaborative research projects, work in groups, pairs. Extracurricular training is one of the most effective ways to maintain motivation, for example, competitions, educational theater, extracurricular watching of films, and trips to a country to study foreign languages.

It is important to create an emotional environment in which students of Russian language and culture can experience its uniqueness. The teacher should not only take notice of students' progress and encourage them, but also must continue to emphasize the advantages and prospects (practical, intellectual, spiritual) that get students interested in studying Russian.

One of the starting points of the research was the following question: do the motivational preferences and expectations of foreign students and of teachers of Russian always coincide? This thesis applies primarily to the third socio-cultural situation, in which students come to Russia to study Russian. According to our observations, this is not always the case. Expectations "of the modern student and the visions of the teacher of what foreign students 'need' to master the Russian language, often conflict, which leads to a weakening of interest and, as a consequence, reduced motivation" (Getmanenko, Ivanova, Kachigulova: 2, 104–108).

A motivated student is an appreciative audience and it is important not only to facilitate the motivation to graduate from the university, but also to create a need to regularly deal with the language in the future.

Foreign students want to see the following in contemporary classes of Russian: "watch movies in Russian, read books in the original language;" "More speaking practice!;" "Discuss different technical advances in Russia;" "Need to read more contemporary literature and use new methods of teaching languages;" "When learning Russian, it is essential to catch the interest of students. The best way to learn a language is through discourse;" "Need to learn songs in Russian and listen to live radio;" "The student must be interested! It is necessary to make new textbooks and curricula for teaching Russian to an Uzbek audience. It is necessary to use more interactive methods" — this is the advice of students from Uzbekistan. Students from Hungary added: "I want us to read more, it is necessary to work more actively with the vocabulary;" "Write more dictations;" "Learn more about the country's culture and its history;" "To study contemporary language (modern words and expressions, do more translation),"

“have more information about Russian culture, even in middle and high school,” “focus studies more on Russian pronunciation and intonation — it is difficult,” “to teach business language and the language of medicine...,” “The Cyrillic alphabet is difficult for Hungarians, it is necessary to pay more attention to this.”

Incompetence of advice may generate opposition of an expert, and advice is not indisputable, but, as we know, thought thrives on conflict and a sincere desire when combined with a strong motivation to study Russian may become the fulcrum that will turn around methods of teaching Russian in the light of modern motivational aims.

FINDINGS

Three socio-cultural situations of the functioning and the teaching of Russian as a foreign language which determine the status of the Russian language.

In the last two decades, apparent trends in motivational attitudes of the studying of Russian have been observed. Whereas during Soviet times in the CIS and Central and Southern Europe, it was obligatory to study Russian (as in the republics of the former USSR and the socialist regime) — however, the existence of political motivation that could not qualify as positive should be noted — today we notice the trend of students’ studying Russian as part of their pragmatic approach to their education. As the results of the survey show, half of the students are considering choosing to study Russian as part of their future professional plans.

It is noteworthy that in addition to the fact that many of the students said that the Russian language is a language of great culture, many of them recognize that the study of Russian helps to develop their intellectual abilities. This finding is extremely important, because in this particular case, the study of Russian qualifies as a transpersonal process and fits into the school of generally acceptable tasks. Thus, the teaching of the Russian language and culture is objectively transformed into an effective tool for the overall development of the personality.

The task of creating an optimal, and hence effective, incentive structure from the beginning of the educational process of teaching Russian language is actualized when there is interest in a deliberately selected high school subject. Efficient mechanism of transition from

interest in the language to sustained motivation can serve positively as a proven strategy of communication techniques.

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Natalia Gietmanienko

NOWE TENDENCJE W MOTYWACJI DO
NAUKI JĘZYKA ROSYJSKIEGO JAKO OBCEGO JĘZYKA
(DANE BADANIA Z LAT 2010–2014)

Streszczenie

Artykuł prezentuje rezultaty przeprowadzonych w instytucjach naukowych (wśród studentów uniwersytetów, kolegów i uczniów szkół średnich) badań dotyczących rodzajów motywacji i samooceny stopnia znajomości języka rosyjskiego. Ankiety przeprowadzono w krajach Wspólnoty Niepodległych Państwa, środkowej i zachodniej Europy. Odpowiedzi na postawione w ankiecie pytania udzielili także studenci z Ameryki Łacińskiej, Azji i Bliskiego Wschodu, studiujący w Rosji. Analiza danych pozwala stwierdzić, że w ostatnich dwudziestu latach zauważalne są znaczące zmiany w motywacji nauki języka rosyjskiego jako obcego.

Uzyskane wyniki mogą znaleźć zastosowanie przy tworzeniu optymalnej, a tym samym efektywnej struktury motywacji od samego początku procesu nauczania języka rosyjskiego.

Наталья Гетьманенко

СОВРЕМЕННЫЕ ТЕНДЕНЦИИ В МОТИВАЦИИ
ПРИ ИЗУЧЕНИИ РУССКОГО ЯЗЫКА КАК ИНОСТРАННОГО
(ПО РЕЗУЛЬТАТАМ МЕЖДУНАРОДНОГО ИССЛЕДОВАНИЯ 2010–2014)

Резюме

В данной статье представлены результаты недавнего исследования, проведенного в учебных заведениях (студенты университетов, колледжей и старшие школьники лицеев) по определению типов мотивации и самооценки уровня владения русским языком. Опрос проходил в странах СНГ, Центральной и Западной Европы. На вопросы анкеты также отвечали студенты-иностранцы из стран Латинской Америки, Азии и Ближнего Востока, обучающиеся в России. Анализ собранных данных позволяет определенно заключить, что за последнее двадцатилетие наблюдаются тенденции в изменении мотивационных установок в изучении русского языка как иностранного.

Полученные результаты могут быть применимы при создании оптимальной, а следовательно, эффективной структуры мотивации с самого начала учебного процесса обучению русскому языку.