

METHODS AND TECHNIQUES OF FORMING THE PERCEPTIONS AND MOTIVATION OF ENGLISH TEACHERS

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Abstract

The article delves into the dynamic landscape of methodologies and strategies employed in shaping perceptions and enhancing motivation among English teachers. Acknowledging the pivotal role of educators in shaping language acquisition and proficiency, this review offers a comprehensive analysis of innovative methods and techniques designed to invigorate and empower English teachers. Drawing from interdisciplinary perspectives encompassing psychology, pedagogy, and cognitive sciences, the study explores various approaches, including positive reinforcement, professional development programs, peer collaboration, and technology integration. Furthermore, it investigates the influence of intrinsic and extrinsic motivational factors on teacher efficacy and classroom dynamics. By synthesizing empirical research and best practices, this article provides valuable insights for educational stakeholders seeking to cultivate a vibrant and engaging learning environment for both teachers and students alike.

Introduction.

The field of education constantly evolves, adapting to new research findings, technological advancements, and changing societal needs. Among educators, English teachers hold a crucial role in developing critical thinking, communication skills, and cultural awareness among students. However, sustaining high levels of motivation and progressive perceptions in teaching practices can be challenging.

Perceptions in teaching refer to the ways in which educators view their roles, the subject matter, and their students. These perceptions significantly influence teaching styles, classroom management, and the overall educational environment. Motivation, on the other hand, is what drives teachers to continue developing their skills, to engage with their students, and to innovate in their pedagogical approaches.

This article aims to delve into various strategies that can be employed by educational institutions and leadership to foster an environment where English teachers feel valued, supported, and inspired. By examining these approaches, we can better understand how to empower teachers to continue their professional growth and remain passionate about their critical role in education.

Theoretical basis. In the dynamic world of education, the role of an English teacher transcends mere language instruction. English educators are at the forefront of nurturing critical and creative thinking, cultivating empathy through literature, and facilitating effective communication skills. As such, the perceptions and motivation of English teachers not only impact their teaching effectiveness but also shape the educational experiences of their students. This interplay between teacher motivation, perception, and student outcome highlights the importance of supporting educators in ways that enrich their professional lives and, by extension, enhance student learning [1].

However, maintaining a consistently high level of enthusiasm and innovative teaching approaches can be challenging. Teachers often face numerous pressures, including curriculum changes, diverse student needs, and the integration of technology, all of which demand adaptability and resilience. In light of these challenges, it becomes crucial to explore effective methods and techniques that can influence and form positive perceptions and sustain motivation among English teachers.

The formation of positive perceptions and strong motivational drives in English teachers can be approached through several strategies:

1. Professional development opportunities.

Continuous professional development (PD) is essential for teachers to remain knowledgeable about the latest educational strategies and to refine their teaching methodologies. Workshops, seminars, and courses on new pedagogies, technology integration, and student engagement techniques can significantly influence teachers' perceptions of their professional capabilities and the impact of their teaching [2].

2. Recognition and rewards. Acknowledging the hard work and achievements of English teachers can boost their motivation significantly. This could be in the form of awards, public recognition, opportunities for career advancement, or even through positive feedback from peers, administrators, and students. Recognizing teachers' efforts fosters a sense of accomplishment and encourages them to continue improving their skills [3].

3. Supportive school culture. Creating a supportive and collaborative environment within schools can help in shaping positive perceptions. When teachers feel supported by their administration and colleagues, they are more likely to take innovative risks in their teaching methods and to feel secure in their professional environment. This includes support for mental health, balancing work-life dynamics, and providing platforms for teachers to share their experiences and learn from each other.

4. Autonomy in curriculum and teaching methods. Allowing teachers autonomy in deciding the curriculum content, teaching methods, and assessment strategies can lead to a deeper investment in their roles. Autonomy empowers teachers to tailor their teaching to their strengths and to the unique needs of their students, enhancing both teacher satisfaction and student outcomes [4].

5. Technology integration. Incorporating technology in the classroom can rejuvenate teaching methods and motivate teachers by providing new teaching tools and resources. Digital tools can make lessons more engaging and interactive, and can help teachers manage their classrooms more effectively. Training and resources should be provided to ensure that teachers feel confident and competent in using new technologies [5].

6. Mentorship programs. Mentorship by experienced educators can be invaluable for less experienced English teachers. Such relationships help new teachers navigate the challenges of the profession, enhance their teaching skills, and adjust their perceptions about their roles. Experienced teachers, in turn, often find mentoring to be a rejuvenating aspect of their career.

The motivation and perceptions of English

teachers can be significantly influenced by thoughtful and sustained efforts by educational leaders. By focusing on professional development, creating a supportive work environment, recognizing efforts, providing autonomy, integrating technology, and facilitating mentorship, institutions can help English teachers thrive. Ultimately, motivated and well-perceived educators are essential for nurturing well-rounded, competent learners ready to face the complexities of the world [6].

Methodology.

The experimental study involved 23 teachers. Of these, teachers are English teachers in Orda School and, 6 of them are male and 17 female teachers. Also 4 people are experts of school base subjects.

The Law of the Republic of Kazakhstan "On Education" notes that the main task of the education system is the development of the creative, spiritual and physical capabilities of the person, the formation of solid foundations of morality and a healthy lifestyle, the creation of conditions for personal development, the enrichment of intelligence. " Therefore, within the walls of a comprehensive school, the principle is firmly established that each subject should create the prerequisites for improving the English teacher as a person, developing his creative abilities. The current younger generation is the face of our country. In this regard, President Nursultan Abishevich Nazarbayev summed up: "The goal of the centuries is to educate a comprehensive person who can overcome political, economic and spiritual crises, create a humane cause of the 21st century."

The results of a survey conducted at a particular educational institution showed that 60% of 20 respondents said that they learn the language only according to the curriculum, 19% said that they study it forcibly so as not to get a bad grade, and 10% said that they study in order to get a good job in the future. 6% of schoolchildren study abroad with the aim of leaving, and only 5% said that they like the process of learning a language, they learn with interest. It follows from the survey that the vast majority of English teachers learn the language only with the help of external motives, the internal proportion of English teachers is only 5%.

Given the results of this survey, one of the unique goals that the expert sets in organizing his own efficiency and motivation is to awaken the inner motivation of the English teacher. After all, not only a expert, but also a English teacher should strive for success.

A prerequisite for successful execution of perception and motivation is the English teacher's

interest. Being an expert, taking into account all the features, skills and abilities of the English teacher, my main goal was to interest the English teacher in the subject [7; 53-55].

The first week of practice was mainly in the form of control. I tried to get to know the English teachers and establish a warm relationship with them. While attending an English expert's class, I focused on English teacher behavior and skills. The vocabulary of the English teachers was at a very good level. However, it often made errors in reading sounds.

Modular learning is an innovation I've revealed from experience; According to statistics, 90% of English teachers complete questionnaire on the day of class. This leads to the fact that the topic is not 100% assimilated, translated from other English teachers in the class, does not perform a systematic task, misses classes, finds it difficult to understand a new topic and does not show interest in a new topic. To prevent this gap, I took a new approach in my experience. The method was applied as perception and motivation. I took 85% of the tasks from the topics of the curriculum. The intended purpose of this method is to complete the minimum task in a short time, thereby covering the entire topic until the next lesson. After awakening the inner motives of English teachers and increasing interest in the task, this method was used in practice with the aim of responsibility, requiring the timely and systematic performance of the specified work. I created a group with English teachers over the Internet "Whatsapp." Tasks to be performed at home are divided into several parts. And the sending time of each task (Deadline) is determined together with English teachers. During the lesson, you worked with errors. In the course of working with errors, English teachers were given the opportunity to discuss the mistake, but not immediately. If there is an error in the spelling of the word, "Check the spelling of all words in the sentence," if there is a grammatical error, then "How is the interrogative sentence of this limit formed?" English teachers showed high interest when dealing with errors. With this method, I managed to ensure that all English teachers perform questionnaire, cover the entire topic, and leave no questions at the beginning of the new topic. The paths of each task, the requirements of the task are explained. "Modular training is a strict requirement for the content of educational material, knowledge and methods of activity, algorithmization of labor."

The process of forming and developing perception and motivation should be organized more often, systematically and correctly in

English lessons compared to other subjects. Language is not studied on the basis of theory, it must have a lot of experience. The English teacher, independently studying and conducting significant research work, masters unique techniques that are acceptable to him. Knows specific ways to complete any task from past experience. Knowledge gained from a traditional learning system based on the provision of ready-made knowledge cannot be absorbed by the knowledge of other sources of information, new and past topics; mechanical training, superficial training. Knowledge gained from traditional learning helps pass test exams successfully, but remains untapped in practice. And the person who needs the knowledge of modern society does not know all knowledge. Due to this, in any case, he can make a rational decision. Therefore, the entire learning process, including the organization of perception and motivation, consists of independently seeking knowledge from the English teacher and, if necessary, seeking help from the expert. Listening only to what the expert says, the English teacher, who is not looking for himself, cannot connect the knowledge gained with each other and has difficulties with practical application. The main benefit of organizing perception and motivation is the English teacher's constructive learning; development of skills of comparison, discussion, obtaining the desired, systematization, in turn, a deep understanding of the topic.

Perception and confidence do not depend on the number and weight of the organization, but on the methods and techniques directly applied. Currently, the organization of perception and motivation of English teachers creates certain difficulties. English teachers have not fully learned and are not ready to independently fulfill the planned methods of performing perception and motivation. Therefore, given the physical and psychological state of the English teacher, the expert must provide the right direction and support. It should be noted that the task did not tire the English teacher and did not exceed the English teacher's knowledge level. The English teacher must have critical thinking, responsibility, interest in completing the task of perception and motivation at a high level. There is no classification, the number of specific types of organization of perception and motivation. All types of perception and motivation used in the training process differ in didactic purpose, meaning, level of self-realization and other features.

All types of organization of perception and motivation of didactic purpose are divided into 5 groups:

1. Acquisition of new knowledge, self-education;

2. Generalization of knowledge gained;
3. The ability to apply the knowledge gained in educational and practical tasks
4. Mobile application of knowledge in practice;
5. Development of creative abilities, ability to use in difficult situations;

Before organizing perception and motivation, attention is paid to the level of complexity in the formation and development of perception and motivation. You should be sure that English teachers at the highest level will receive a prepared task. When organizing the formation and development of perception and motivation, the expert:

- demonstrate to the English teacher the correct organization of their actions, planning methods;
- teach the skills of system execution of this task;
- monitor the progress of work and eliminate errors;
- support, praise is important.

Research findings. Figure-1 presents the results of a study of the level of self-knowledge of English teachers using the method of E. Pierce and D. Harris. This chart shows the arithmetic mean of the scale by total sample number. As can be seen from the presented data, the highest arithmetic mean are the Intellectual Status Scale (ISS), Happiness and Complacency Scale (HCS), as well as the scale.

"Behavior Adaptation" (BA). The minimum arithmetic means give the scales Marital Status (MS), Relation to One's Physical Appearance (ROPA), Absence of Anxiety (AA) and Ratio (RS). Collectively, this means that most English teachers are characterized by low external attractiveness and physical qualities in choice, low sociability and popularity among peers, and low satisfaction with their marital status.

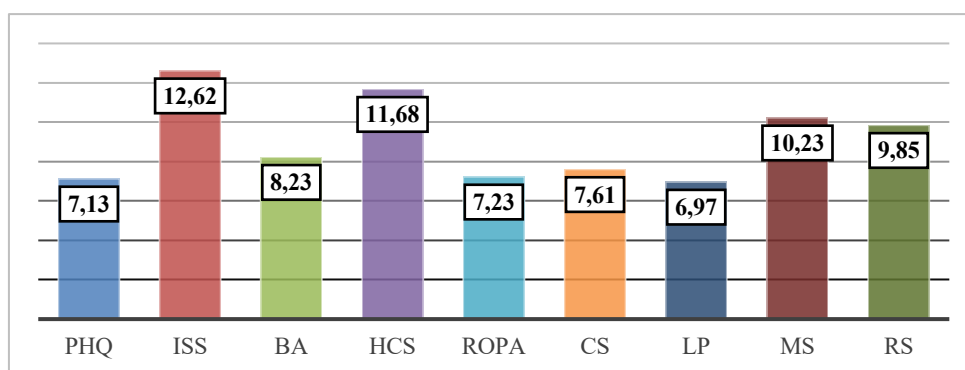


Figure-1. Arithmetic mean values of the methodology scale for the study of the independent ratio of English teachers by the total number of samples

Figure-2 shows the percentage distribution of groups of English teachers with different levels of self-realization. The data are also given by the method of E. Pierce and D. Harris.

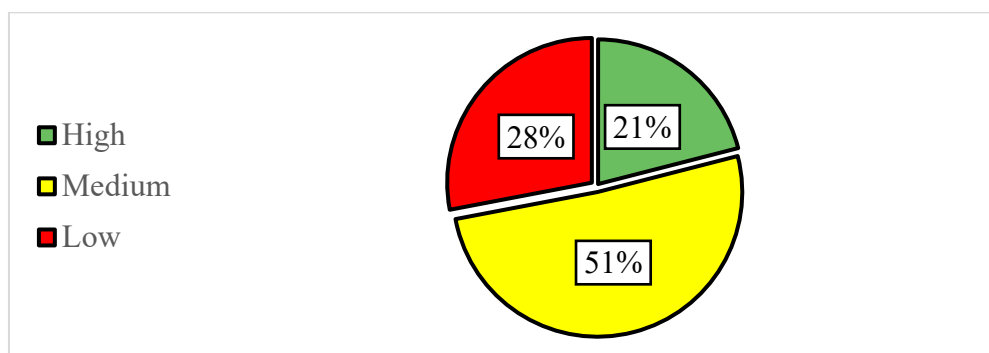


Figure-2. Percentage distribution of English teachers by level of self-knowledge

Thus, based on the data presented in Figure-2, it can be concluded that the majority of English teachers in the sample have an average level of self-learning development. This indicator was detected in 24 English teachers (51%). Further in the sample, the low level of dedication by distribution is 13 people (28%). This is a high level of English teacher self-development, the least common in the sample. It was noted only in 10 people (21%). This sample does not define an extremely high or extremely low level of self-realization.

Based on the study, a program was developed to organize perception and confidence in self-esteem, analysis and development of adolescent children.

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