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Article

Developing Student Motivation through The Use of Authentic Materials in Practical Lessons

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Abstract: Various pedagogical approaches are currently being implemented in the field-oriented teaching of English within non-philological higher educational institutions. However, this process predominantly emphasizes methodological aspects, often neglecting the psychological state of students and their perception of the language material. Yet, in the educational process, students' psychological well-being and their intrinsic motivation to master the subject serve as critical factors in ensuring lesson effectiveness. Unlike learners studying English for general purposes, those engaged in English for specific purposes (ESP) develop their interest based on their professional aspirations, recognizing the direct relevance of the language to their future careers and the necessity of familiarizing themselves with global best practices in their field. Therefore, English instructors must emphasize the significance of language proficiency within students' respective dis-ciplines. Moreover, educators should adopt a holistic approach, acting not only as instructors but also as mentors who are genuinely invested in students' academic and professional growth. The strategic integration of authentic materials fosters a realistic professional environment within the learning process, enhancing students' linguistic competence and preparing them to overcome language barriers in their future careers. Consequently, this study explores the role of authentic ma-terials in fostering student motivation within ESP instruction, highlighting their effectiveness as a non-traditional ped-agogical approach. Additionally, the study examines the importance of a student-centered teaching paradigm, the culti-vation of a supportive learning atmosphere, and the dismantling of stereotype-based barriers in language acquisition.

Keywords: Student, Teacher, Factor, Real, Pedagogical, Authentic Material, Lexical, Motivation, Rapport

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1. Introduction

The process of teaching a foreign language is inherently complex and requires a considerable period, involving mul-tifaceted pedagogical strategies. In contemporary language education, a wide range of organizational and technological tools are being actively employed, particularly in the teaching of English. Despite the growing popularity of intensive lan-guage courses and specialized training centers that claim high effectiveness, achieving the desired proficiency remains a challenge. One of the primary reasons for this is that English, as one of the most rapidly evolving and widely spoken global languages, requires sustained learner interest and engagement for successful acquisition. Linguistic analyses, such as those conducted by the GLM-Global Language Monitor, indicate that the English language comprises approximately one mil-lion words. This vast lexical inventory is largely attributed to its historical tendency to incorporate loanwords from languages such as Latin, French, and German. The Oxford English Dic-

tionary, one of the most extensive lexicographic sources, documents around 200,000 words [1]. In the context of English for Specific Purposes (ESP), this number significantly increases due to the inclusion of specialized terminology across various professional domains. Furthermore, the rapid advancement of digital technologies and the proliferation of the Internet have contributed to the continuous expansion of English vocabulary, particularly through the integration of new technical and industry-specific terms.

2. Materials and Methods

In addition, innovations in all areas are enriching the lexical base of these areas day by day, increasing the volume of the lexical minimum. Therefore, in teaching English for special purposes, along with new approaches, interactive methods, and other approaches, psychosympathetic factors are also closely related. Research shows that these factors are closely related to the mental state of a person. In particular, Selye, H. listed the factors in the following order, see Figure 1.

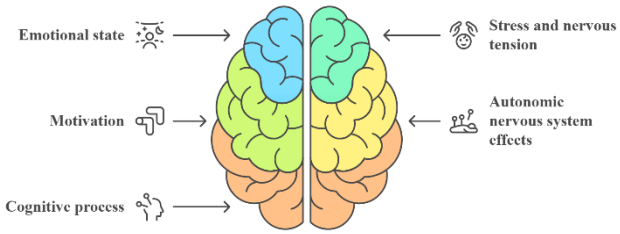


Figure 1. The influence of psychosympathetic factors on a person's mental state [2].

It is emphasized that these factors constantly affect a person's physical indicators. That is, **Emotional state** - emotions such as mood, fear, excitement, happiness or depression; **Stress and nervous tension** - the way a person responds to the ex-ternal environment; **Motivation** - internal motivation for the learning process, work activities and life goals; The influence of **the vegetative nervous system** - physiological responses such as heart rate, blood pressure, muscle reactions; **Cogni-tive processes** - memory, attention, thinking and deci-sion-making processes. These mental states are directly re-lated not only to the physical but also to the mental activity of a person. From this information it follows that the mastery of a subject directly depends not only on educational technolo-gies, teacher skills, but also on the students' enthusiasm, in-terests, in other words, motivation. The role of teachers in teaching English in non-philological areas is much more active than in philological areas. The reason is that in philological educational institutions, the fields chosen by students are based on personal motivation for this field. In non-philological areas, in addition to the fields they have studied, students' mastery of English in this field is a factor that depends on the motivation provided by the teacher as an additional choice. This depends not only on the didactic tools provided by the teacher, but also on the motivational skills of the teacher.

3. Results

Unfortunately, it is no secret that until now, in many tech-nical universities, students have been limited to their field and have paid little attention to learning English related to the field. First of all, we consider it a primary task to increase students' enthusiasm for the subject before developing lexical com-petence using authentic materials in teaching English for special purposes. In this process, the teacher's ability to arouse students' love for the subject of English will be the first to stimulate the development of motivation and cognitive pro-cesses in their minds, which are psychosympathetic factors. In this regard,

the teacher should first of all establish a sincere relationship with students. Several scientists have cited some ideas in their scientific sources. In particular, Carl Rogers (1902–1987) - in his theory PCT-"Person-Centered Therapy" (1951) - emphasized the importance of establishing inter-personal relationships between the teacher and the therapist [3]. Here, he emphasizes the person-oriented approach to teacher-student relations in the process of education and upbringing. That is, in simple terms, it can be understood as an approach that takes into account the psychological state and personal characteristics of each learner in the process of ed-ucation. As is known, teaching English is an educational process of a practical nature. It is necessary to understand that this is not in vain. It is important to feel that the ultimate goal is the complex task of individually delivering the educational content to each student.

In teaching English for Special Purposes, it is also worth recognizing the term “building rapport”. This term is clarified as “establishing a sincere relationship”, “forming a trusting relationship”, and “creating a sense of closeness”. We found it necessary to call this term by its original name, “building rapport”. Research shows that if educators use the following strategies in establishing rapport with students, the students’ motivation to achieve educational effectiveness increases significantly, see Table1.

Table 1. Strategies for establishing "rapport" in the learning process.

A.Mehrabian [4]	**Be an active listener**	Show genuine interest in students' thoughts and feelings
M.Erikson [5]	**Using open-ended questions**	Encourage deeper conversation by asking questions that require more information than a "yes" or "no" answer
T.Gillis [6]	**Adapting to communication styles**	Adapting to the student's communication style to create a sense of connection
B.Frisbi, M.Martin [7]	**Showing empathy**	Recognizing and empathizing with the experiences of others to express understanding
	Being authentic	Being genuine, sincere, and open in relationships with students. In this way, students are always open to teachers.

At first glance, the above points may seem to be far from the main purpose of the paragraph, but it is impossible to achieve this goal without these psychological factors when teaching students lexical units through authentic materials. In particular, friendly relations with students are often stifled by dogmatic theories that strictly maintain a borderline subordination between the teacher and the recipient. The current demands of the time require a student-centered approach to education, which emphasizes changing relationships and establishing rapport. Such an environment can be seen in all developed countries. To illustrate, at the University of Kansas in America, professors and teachers of the "AEC" have established such relationships with students. The teacher is regularly interested in the students' mental state and good mood, studying what achievements they have made in their fields and what diffi-culties they face. The course of the lesson is

organized ac-cordingly. We have personally witnessed that this yields very effective results. All the above-mentioned rapprochement strategies can be found in their activities.

It is important not to ignore psychological factors in the process of students' mastery of science, along with pedagogy. After all, these two areas are so closely interconnected that it is difficult to achieve educational goals without applying a coordinated systematic approach. Unfortunately, it can be observed that psychological factors are especially neglected in the process of teaching English in technical educational insti-tutions in our country. However, being open to students, making them feel free in the lesson, and awakening their passion for science are on a par with didactic goals. Foreign scientists have made very significant contributions to the formation of the motivation factor in particular. In particular, regarding the main motivational states of the teacher, Zoltan Dorney(2001) believes that strategies cannot be freely used in a "motivational vacuum"[8] . He argues that for any attempt to build motiva-tion to be effective, the following conditions must be met:

1) Appropriate teacher behavior and rapport with students, in other words, establishing a good rapport.
2) Creating a comfortable and supportive classroom envi-ronment;
3) Creating a cohesive student community that adheres to appropriate community norms.

Of course, these three conditions are interrelated because, for example, you cannot create a comfortable classroom environment if there is conflict between you and your students. Nevertheless, it is useful to consider them separately.

We believe that the formation of a motivational factor for the process of using authentic materials in practical classes, especially in English lessons, is closely related to the formation of the teacher's material base, in other words, to his peda-gogical skills, and then to his psychological abilities. The reason is that the correct selection of authentic material at-tracts students from the very first demonstration. Since au-thentic materials are taken from real, living sources, when using them, the student feels like he is in a real situation. Es-pecially for special purposes, the revival of processes through real-life realities in English lessons helps students to imagine aspects that exist in professional life. For example, during our research, in the process of explaining the parts of a computer processor to students of the "information systems and tech-nologies" direction, we showed them not in the form of a picture, but in person, and asked them to look for the function of each detail. Of course, before presenting the content, we showed the processor in its full form and engaged the students in the process through the "brainstorming" method with questions such as "What is it?", "For what is it used?", "Is it important?" Then, as a motivational factor, we explained that the device is the most important tool in the students' profes-sional lives. We presume this increased their interest. By giving them a visual, physical experience of the material, we can say that we have stimulated them to search for the English name of the content, the location of the detail, and the tasks. We have witnessed that students imagined themselves in a pro-fessional environment, that the lesson seemed to end very quickly, and that they remembered a lot. And when authentic material is combined with pedagogical material, it has been proven once again that students' knowledge is further strengthened. In this way, we can say that we have been able to motivate students to see material that is important for their professional lives through non-pedagogical means and to form an understanding in English, see Figure 2.

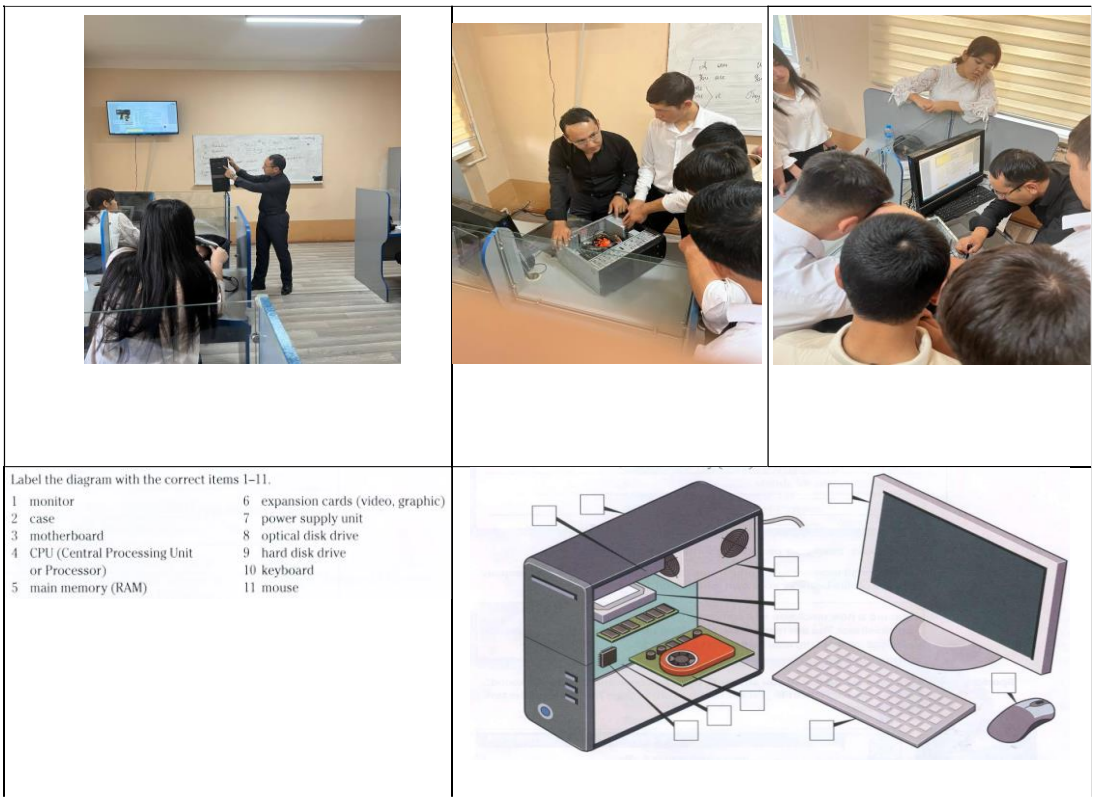


Figure 2. The process of authentically learning the parts of a computer processor.

Of course, in order to effectively influence the above processes, it is important to apply all the components of Zoltan Dorney's theory of motivational factors.

In 2015, a scientist named M.G.Sample conducted a study on the effect of using authentic materials on increasing stu-dent motivation in English language learners at the "Foreign Language Education Center" in South Korea[9]. The 10-week study was conducted using a qualitative approach with 15 participants studying in two separate classrooms each week. While the control group used simple materials from a standard EFL textbook, the experimental group used authentic mate-rials such as film clips, restaurant menus, and maps. A large amount of data was collected through various methods, such as recording interactions in the classroom, student diaries, interviews with them, and questionnaires. The study showed that participants' interest increased only when exposed to certain authentic materials, while others led to a decrease in motivation due to "text complexity." According to the data, the variety of materials used in the experimental group in-creased interest compared to the control group, while in the control group, repetition caused students to be dissatisfied. In addition, authentic materials often included activities that participants liked, which helped increase their interest. Finally, there was evidence that students' interest was not related to the original or artificial materials, but to certain types of ac-tivities. It follows that the use of authentic materials in their place and context can stimulate students' motivation to master the subject.

4. Discussion

The attitude towards reading and learning a language is somewhat different in school education. In his article, Z. Dorney(2001) admits that psychologists often consider young children to be "pure" and "unspoiled" in terms of motiva-tion[10]. He explains this because they have a natural interest in learning about the world and an innate desire to learn. This is often cited as evidence that motivation to learn, like the ability to learn a language, is an innate feature of humanity. Therefore, in an ideal world, where students' curiosity and intrinsic motivation have not yet been limited or extinguished by an

educational system that is inconvenient for students, all students would be eager to learn and the learning process would be a source of constant internal satisfaction. From this we can understand that the motivation factor is present in every person, and we believe that its awakening and for-mation depend on the skill of each educator.

As we study the sources, we come across the fact that S. Bacon is convinced that authentic materials have several advantages over pedagogical materials: they are very inter-esting for students[11]. Providing students with interesting materials encourages them to adapt quickly and increases their motivation to learn. It is believed that students are more interested in learning a language when the learning process is interesting. We have also observed a similar situation in the process of teaching English for special purposes. We have noticed that when we organize lessons for students with real tools and exercises based on their direct participation rather than theoretical materials, their attention to the lesson in-creases. This was especially evident when these materials were implemented through visual aids and Internet networks. Also, the motivation factor in authentic video materials signifi-cantly contributes to the students' mastery rate.

Studies have shown that students enjoy watching au-thentic materials and find videos to be very interesting and stimulating. For example, a survey conducted by Harlow and Muyskens examined the “primary goals and objectives” of education for intermediate students and teachers [12]. The results showed that students considered videos to be one of the most preferred resources for learning a second language, both in and out of the classroom. In general, as with any research on materials, the selection of video content requires consid-eration of factors such as its impact on students’ minds, its relevance to the lesson, and how the content will engage the student. Otherwise, it is important to remember that the op-posite effect may occur.

Based on the above considerations, it is appropriate to categorize motivational factors in English lessons using au-thentic materials,see Figure 3.

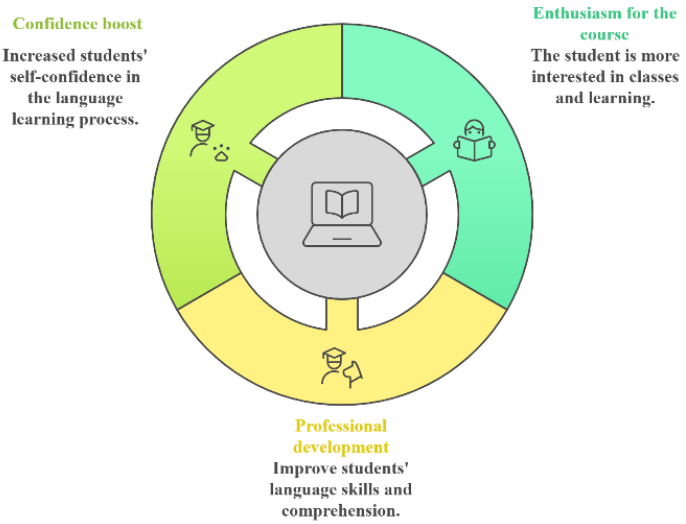


Figure 3. Factors motivating students in practical training.

These factors:

– We have accepted the first factor as increasing enthusi-asm for the course. This motivation factor is the key to ed-ucational effectiveness. Increasing students' enthusiasm for the course is to arouse motivation to use the authentic mate-rials used in it. This is intended to be achieved by the condi-tions recommended by Zoltan Dorney, cited above (last paragraph on page 119), or by "establishing rapport". Its basis is to support interactive and creative activities, to form a liberal atmosphere in

the classroom. In the process of teaching English in non-philological directions, this factor is especially acute and requires a very creative approach;

- The second factor is increasing students' confidence. This is based on increasing students' confidence, first of all, in the subject teacher, and then in mastering the subject. For this, the teacher must create a supportive atmosphere in the classroom. The teacher also requires the ability to convince students.
- The third factor is the increase in skills. This is manifested in the ability of students to master the language from a pro-fessional perspective after the two factors above. The condi-tion for this is strict adherence to collective conditions and the specified instructions. In many cases, the lack of this third factor even among employees in professional activities leads to negative consequences such as irresponsibility, negligence, and failure to follow the rules.

Thus, taking into account the factors and conditions of student motivation when using authentic materials in English lessons is an important pedagogical and psychological task even in non-philological higher education institutions. As A. Gilmore noted, using authentic materials to increase student motivation and learn a language in a real-life context is in-valuable[13].

We briefly describe the factors and conditions for student motivation in using authentic materials in the following table, see Table 2.

Table 2. Factors of student motivation in using authentic materials and conditions for their implementation.

Motivation factor	Content	Conditions
Increasing student engagement in the course	*Arousing interest in authentic materials used in English through the teacher's psychological influence*	*The teacher's appropriate behavior towards students and establishing a good relationship with them, in other words, establishing a "rapport";*
Building student confidence	*Increasing students' confidence in mastering language material through a friendly classroom environment*	*Creating a comfortable and supportive environment in the auditorium.*
Skill development	*A skill acquired through the systematic following of rules and the giving of clear and understandable instructions*	*The formation of a harmonious student community that adheres to appropriate community norms.*

First of all, if every teacher wants their lesson to be inter-esting, meaningful, and effective, they should try to enrich the material projects with authentic tools. Just as people are at-tracted to any unusual things around them, authentic mate-rials also attract them. The reason is that authentic materials have a methodological appeal. They deny the rules, reject stereotypes in education. The harmony of the materials with the living world encourages the learner to think about it.

V. Guariento and J. Morley also analyzed the positive impact of using authentic materials on student motivation in their research. It is emphasized that authentic texts and tasks can increase student interest and make the language learning process more meaningful. However, they also note that in some cases the complexity of authentic texts can hinder student understanding [14]. Therefore, the authors recom-mend taking into account the language level and needs of students when designing tasks. They also show that student participation can be increased by creating tasks that en-courage authentic

responses. The implication is that the ma-terial being prepared should take into account the students' level of knowledge and encourage them to give lively an-swers[15],[16].

5. Conclusion

In conclusion, it is worth noting that not only in the educa-tional process, but also in all aspects of life, a person is mo-tivated to do something. In most cases, even negative situa-tions have had a positive impact on the formation of a per-son. However, the correct delivery of educational motivation to this student by the teacher ensures that he will achieve success not only in his professional but also in his personal life in the future. We believe that the formation of motiva-tion factors in students is an important practical activity that should be taken into account when using authentic materials in the process of teaching English for professional purposes.

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