

# The Use of Information and Communication Technologies to Increase the Motivation of Students When Studying English as a Foreign Language

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## ABSTRACT

The research is devoted to the study of the possibilities of using information and communication technologies to increase the motivation of students in the process of learning English. Based on the results of a survey attended by 400 second-year students involved in an experimental course, the evolution of motivational behavior in the learning process has been demonstrated. The scientific value of the study relates to the concept outline of the synergistic relationship between the motivational behavior of students and the content of the online learning course. The practical value of the study relates to the demonstration of the educational experience of constructing the concept of an effective training course with a focus on maintaining the appropriate level of motivation.

## KEYWORDS

Effectiveness of Educational Practices, Information and Communication Technologies, Motivational Behavior of a Person, Online English Course, Theory of Self-Determination

## INTRODUCTION

Information technology is rapidly developing in all spheres of social life transforming relationships between people and providing innovative opportunities for learning and human development. The key objective of education in the digital age is to create conditions that allow each person to adapt to a new format of work, study or interaction (Garanina et al., 2021).

The use of technology in education is not a new concept, and computer modeling has long been used as a method to facilitate learning (Hamilton et al., 2021). The technology of the twenty-first century has brought about many changes in the educational system providing free access to educational resources and innovative teaching methods. Traditional strategies for learning English are being superseded by the latest technological methods that highlight a personalized approach to educational activities and active social presence of students in the process of acquiring professional communication skills (Rao, 2019). Technology contributes to positive interaction between students and teachers and stimulates collective learning of English. Co-learning based on a high-quality interaction and mutual

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support helps strengthen a positive attitude towards learning, improves academic performance and enhances students' self-esteem (Bucea-Manea-Țoniș et al., 2020). In order for technology to be fully integrated into the teaching and learning system, it must be an intermediary tool for cognitive modeling, skill development, special education and collaborative knowledge construction (Gaballo, 2019).

The implementation of modern digital technologies in practical learning activities has a constructive impact on the effectiveness of learning. Functionally, modern digital tools motivate students to learn English, develop students' communicative competence, improve student interaction, and create an effective learning environment for learning outside the classroom (Abbasova & Mammadova, 2019). The introduction of innovative systems and teaching methods contributes to faster and more comprehensive progress in learning. By harnessing the learning power of technology, students can better assimilate and hone their language knowledge and skills. The Internet provides easy, immediate and virtually unlimited access to software, applications and a variety of secondary platforms and materials that can accelerate English learning and teaching. The introduction of modern technology tools such as computer and multimedia devices, mobile phones, audio/visual effects and social media platforms optimizes English language learning and empowers teachers to communicate with students in a more systematic and advanced way. In addition, students show more enthusiasm and interactivity when using modern technologies for learning English (Alqahtani, 2019).

Modern digital technologies offer great opportunities both for the involvement of students in educational activities and the achievement of three major goals: 1. learning a foreign language; 2. preparing students for real life and professional situations in a non-native language environment; 3. improving communication skills (Symonenko et al., 2020). Due to the fact that language learning is an active learning process that should take place in the human life cycle (Mansor et al., 2021), the learning strategy should be harmonized with the motivational support for the student at all stages of educational activities.

Over the past decades, motivation in the field of language teaching and learning has been thoroughly studied (Imsa-Ard, 2020). Motivation is not an alternative to persuasion, but rather a source of persuasion. Motivation is one of the key factors that can influence students' self-efficacy and willingness to invest money, time and effort in learning activities (Gopalan et al., 2020). Motivation to learn, in particular intrinsic motivation, is a key factor determining learning success; it includes intensity, focus and persistence in achieving goals (Sugiyanto et al., 2020). Motivation is one of the major driving forces of human behavior and independent activity (Symonenko et al., 2020). Motivation can be considered as one of the influential factors in learning a foreign language as it helps to maintain student's interest throughout the long learning process. Motivation in learning is the general name for the processes, methods and means of encouraging students to participate in productive cognitive activities and active development of the learning content (Sobirova, 2021). Motivation is a powerful process that can be consciously promoted. Thus, certain methods can be used to change the motivation of students in a positive way. For this reason, student motivation skills are an important aspect of the methodological repertoire of a teacher (Ranjan & Philominraj, 2020).

In the context of the digital transformation of the educational paradigm and the rapid deployment of online courses, it becomes necessary to study the motivational components of educational programs in the online environment. In this regard, the purpose of the study is to determine the possibilities of using information and communication technologies to increase the motivation of students when learning English. The following research objectives have been set:

- to develop the concept of the English for traveling online course using the capabilities of modern digital technologies as tools to support effective learning activities, involvement and personal motivation of students;
- to test the online course among second-year students of the Moscow Region State University as part of the major English course;

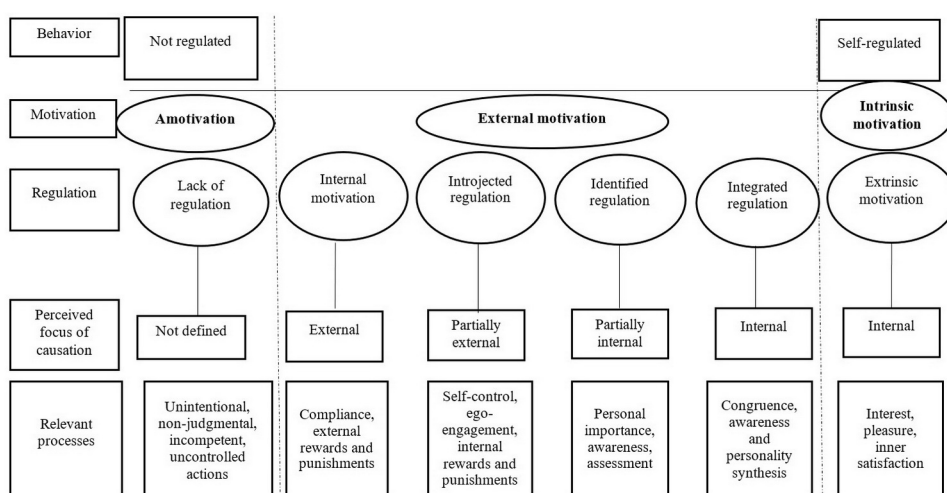
- to interview students in order to determine the evolution of students' motivational behavior in the process of educational activities;
- to confirm the need for comprehensive motivational support for online educational practice and its synergy with the learning content.

## Background

Student motivation is an essential element to support quality and effective education. Motivation encourages students to think and focus on acquiring specific knowledge, skills, attitudes, or values. In teaching and learning, the motivational variable has a stimulating effect on the learning outcome by activating the motives for acquiring: 1) competence: the student believes that he/she is able to complete the task; 2) control/autonomy: the student feels that everything is under control seeing a direct connection between his/her actions and the result, and retains autonomy having a certain choice in relation to the tactics of completing the task; 3) interest/value: the student shows interest in the educational task or sees the value of its implementation; 4) connections: completing an assignment brings the student social rewards, such as a sense of belonging to a desired social group or approval from an authoritative opinion that has social significance. In addition, motivational methods encourage students to take intellectual risk based on the identified relationships between achievement and effort, incentive and success (Filgona et al., 2020).

A personalized approach to learning motivation determines the quality and effectiveness of foreign language learning practices (Kazakova & Shastina, 2019). This study is based on Self-Determination Theory (SDT). SDT is an approach to human motivation aimed at exploring human growth trends and innate psychological needs (autonomy, competence, interconnection), which are the basis of self-motivation and personal integration. SDT also includes the study of environmental factors that reduce or enhance self-motivation and social functioning of an individual. Thus, SDT focuses not only on the nature of positive trends in personality development, but also explores the social environment that is antagonistic to these trends (Ryan & Deci, 2017). The evolution of motivational behavior in the theory of self-determination is shown in Figure 1.

Figure 1. The evolution of motivational behavior in the theory of self-determination



\* Ryan and Deci (2017)

The theory of self-determination describes a fresh approach to intrinsic and extrinsic motivation types while considering them systemically and in the same context (Takahashi, 2018). The theory emphasizes the importance of synergy of internal and external motives that induce a proactive attitude to actions and confirms that a person is able to act based on their own goals and values. Self-Determination Theory (SDT) consists of five mini-theories that include Cognitive Evaluation Theory (CET), Organizational Integration Theory (OIT), Cause and Outcome Theory (COT), Basic Psychological Needs Theory (BPNT), and Goal Content Theory (GCT) (Gopalan et al., 2020).

## Research design and sample

Second-year students of the Moscow Region State University were offered to take an extra online three-month course – English for travelling – as part of the major English course. The study group of the course was selected on a voluntary basis; the participants consented to take part in the experiment and allowed their personal data processing. There were 400 students willing to take an extra course and improve their conversational English skills (Table 1). The experimental group was divided into 10 subgroups; each of these subgroups was supervised by a group mentor – moderator (10 people). Functionally, the moderators provided technological, methodological and educational support to students at all stages of training; in addition, they conducted questionnaires and processed data. The experiment was held at the beginning of 2021 (from February to April).

**Table 1. Participants in the experiment**

| Specialty, areas of training                     | Number of students |
|--------------------------------------------------|--------------------|
| 37.03.01 Psychology                              | 41                 |
| 38.03.01 Economics                               | 31                 |
| 38.03.02 Management                              | 36                 |
| 38.03.03 Personnel management                    | 46                 |
| 38.03.04 State and municipal management          | 19                 |
| 39.03.02 Social work                             | 24                 |
| 40.03.01 Jurisprudence                           | 22                 |
| 44.03.01 Pedagogical education                   | 29                 |
| 44.03.02 Psychological and pedagogical education | 41                 |
| 44.03.03 Special (defectological) education      | 23                 |
| 45.03.01 Philology                               | 20                 |
| 45.03.02 Linguistics                             | 19                 |
| 46.03.01 History                                 | 18                 |
| 49.03.01 Physical Education                      | 14                 |
| 54.03.01 Design                                  | 17                 |
| <b>Total</b>                                     | <b>400</b>         |
| <b>Total</b>                                     | <b>400</b>         |

The course curators (2 people) developed an innovative concept of the course with a focus on the use of information and communication technologies in educational activities and the introduction of thematic mobile applications into the structure of the methodological support for the course.

The experiment was performed to study the motivational behavior of a student at all stages of educational activities, to determine the evolution of motives for learning and to analyze the feasibility of the application of digital educational tools to increase student engagement.

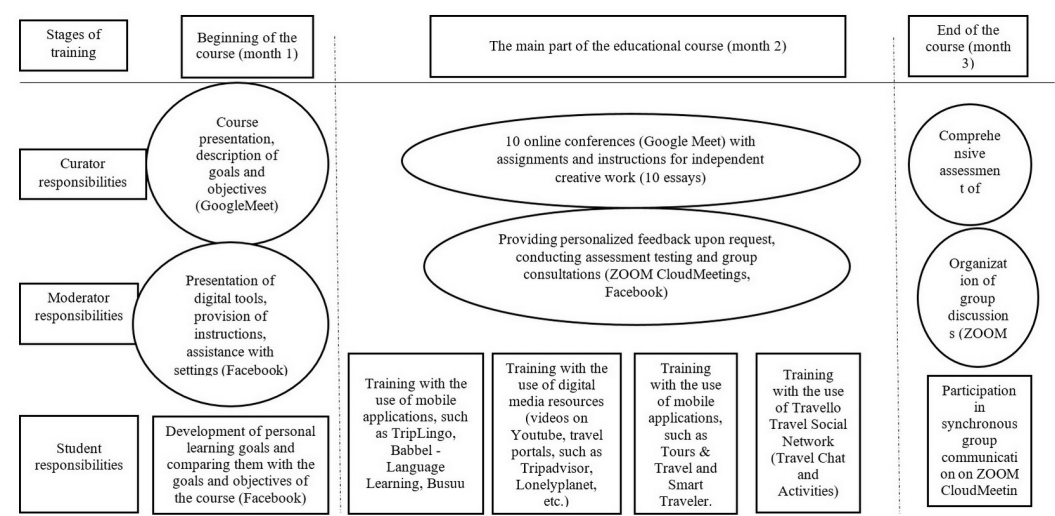
Educational activities were based on the use of online communication platforms, social networking sites, specialized mobile applications, text, video, and audio resources (Table 2).

The concept of the English for traveling course is shown in Figure 2.

**Table 2. Digital tools supporting the online course**

| Digital tools                                                                  | Technological capabilities                                                                                                                                                                                                                                                          | Provider               |
|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| Facebook                                                                       | Social network for online communication, personal and group interaction                                                                                                                                                                                                             | Facebook, Inc.         |
| Google Meet                                                                    | Online conference platform allowing users to organize online meetings with up to 250 participants and live streaming to up to 100,000 users, as well as record and automatically save video calls to Google Drive, share files and documents.                                       | Google Inc.            |
| ZOOM Cloud Meetings                                                            | Online communication platform allowing users to organize online meetings with up to 100 participants and up to 40 minutes long, including video conferencing and collaboration features.                                                                                            | Zoom                   |
| TripLingo                                                                      | Mobile app for learning English (over 2,000 phrases and 30,000 audio files; instant voice translator; 10,000-word online dictionary; audio lessons; quizzes; quick culture course to explore local customs and etiquette)                                                           | TripLingo, LLC         |
| Babbel - Language Learning                                                     | Mobile application for learning English (short effective lessons; versatile language practice; speech recognition technology; useful tips and tricks)                                                                                                                               | Lesson Nine GmbH       |
| Busuu                                                                          | Mobile app for learning English with short lessons that are perfect for daily life, work and travel                                                                                                                                                                                 | Busuu Limited          |
| Mobile application Tours & Travel                                              | Mobile application for travelers (about 5,000 free travel guides; tourist routes to the most popular destinations around the world; excursions and activities; augmented reality for a detailed study of tourist attractions; local recommendations for travelers; tourist reviews) | eTips LTD              |
| Mobile application Smart Traveler                                              | The official US Department of State app that provides easy access to official country information. The app allows users to explore tourist attractions, create personal itineraries, add notes and organize trips.                                                                  | US Department of State |
| Mobile application Travello Travel Social Network (Travel Chat and Activities) | The mobile application allows users to become part of the largest travel community in the world. Travello's social feed is a place to share travel ideas and photos, like and comment.                                                                                              | Travello Pty Ltd       |

Figure 2. The concept of the English for traveling course



\*Own development

## Data Analysis and Statistical Processing

To implement the objectives of the experiment, a survey of students was carried out in three stages (at the beginning, in the second month and at the end of training). The development of the questionnaire and survey data processing were performed by the course moderators with the help of Google Forms, which is a service for creating online tests, surveys, event registration forms, and collecting feedback. The students were asked the following question: “What meanings, emotions and feelings form your attitude towards learning English now?”; they were also given a questionnaire containing indicators (Table 3) to be noted in accordance with their current personal belief.

The experiment made it possible to study the motivational attitudes of students towards learning by the following factors: motivation, technological challenges, external motives, internal motives, self-efficacy and readiness for subsequent continuous independent learning.

### \*Research Limitations

The study is limited by the number of indicators that determine the motivational behavior of students, namely: amotivation, technological challenges, external motives, internal motives, self-efficacy and readiness for subsequent continuous independent learning. The motives studied in the research and prompting students to engage in educational activities are focused on subjective beliefs, meanings, feelings and emotions and need evaluative expansion. The sample of the study is not representative and does not allow us to outline a typical model of student motivational behavior in the process of forming English-speaking communication skills in an online environment.

## Ethical Issues

The study group participating in the educational experiment was formed by personal request and on a voluntary basis. Before the research, the moderators familiarized the participants with the goals and objectives of the experiment. The students gave their consent for personal data processing and publication of the research results. The educational course used free beta versions of mobile applications offered by developers and open-source digital services.

**Table 3. Research indicators**

| Indicator                | Code | Educational activity motives                                                                                                                               |
|--------------------------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Self-efficacy            | SE1  | I actively and effectively use digital technologies when learning English                                                                                  |
|                          | SE2  | I actively communicate and interact with the teacher and other students on digital platforms (Facebook, Instagram, Zoom, Google Meet)                      |
|                          | SE3  | I effectively use mobile applications for learning English offered by the course                                                                           |
|                          | SE4  | I effectively use search services to intellectually support my educational activities                                                                      |
|                          | SE5  | I am accustomed to online testing and other tools for assessing learning progress                                                                          |
|                          | SE6  | My digital skills allow me to use technology in educational activities                                                                                     |
|                          | SE7  | I effectively and efficiently use appropriate digital technologies that allow me to express my opinion and communicate                                     |
|                          | SE8  | I quickly adapt to the requests of the teacher and the learning environment                                                                                |
|                          | SE9  | I can use remote communication tools on an equal basis with my groupmates                                                                                  |
|                          | SE10 | I constructively address the tasks of the distance learning curriculum                                                                                     |
| Technological challenges | S1   | I am uncomfortable when adapting to learning with technology                                                                                               |
|                          | S2   | I find it difficult to get involved in educational activities and learn effectively using technology due to the limited time and conditions of the course  |
|                          | S3   | I find it difficult to adapt to the technical requirements of learning with the latest technology                                                          |
|                          | S4   | I feel it is necessary to improve my technical skills in order to fully participate in the training course                                                 |
|                          | S5   | I lack the confidence and digital literacy to explore all the possibilities of the technological tools offered by the course                               |
|                          | S6   | I feel uneasy about my involvement in the digital learning environment                                                                                     |
|                          | S7   | I am too diligent                                                                                                                                          |
|                          | S8   | Various forms of learning improved with technology complicate my educational activities and make me work harder                                            |
|                          | S9   | I feel ready to interact with a digital educational resource                                                                                               |
| Amotivation              | AM1  | I feel personally unprepared and unable to learn                                                                                                           |
|                          | AM2  | I feel apathy and lack of energy to participate in educational activities                                                                                  |
|                          | AM3  | I feel indifferent to learning                                                                                                                             |
|                          | AM4  | I feel tension, stiffness and irritation                                                                                                                   |
| Internal motives         | IM1  | I study English because I find this activity interesting and educational                                                                                   |
|                          | IM2  | I study English because the knowledge and skills I get lead me to professional success                                                                     |
|                          | IM3  | I study English because this activity contributes to my personal development and self-improvement                                                          |
|                          | IM4  | I study English because I love it. Knowledge and skills will allow me to easily adapt to the lifestyle of other cultures and take part in social contacts. |
|                          | IM5  | I study English because this activity forms my intellectual capital needed for further professional activity and high-quality social interaction           |
|                          | IM6  | I study English because this activity opens up new professional and personal opportunities                                                                 |
|                          | IM7  | I study English because I am curious about new knowledge                                                                                                   |
| External motives         | EM1  | I study English because the course is part of the vocational training program and I have to take it                                                        |
|                          | EM2  | I study English because I want to get a high grade                                                                                                         |
|                          | EM3  | I study English because knowledge of English is a prerequisite for my desired employment                                                                   |
|                          | EM4  | I study English because knowledge of English is necessary for my participation in an English-language program                                              |
|                          | EM5  | I study English because my knowledge must meet the university requirements                                                                                 |
|                          | EM6  | I study English because my future profession requires a high level of English communication skills                                                         |
|                          | EM7  | I study English because I have to.                                                                                                                         |

*continued on next page*

Table 3. Continued

| Indicator                                                | Code | Educational activity motives                                                                         |
|----------------------------------------------------------|------|------------------------------------------------------------------------------------------------------|
| Readiness for subsequent continuous independent learning | CI1  | I intend to learn English and improve my communication skills in the future on my own                |
|                                                          | CI2  | I intend to look for new opportunities for quality English practice in real communication conditions |
|                                                          | CI4  | I intend to learn English with the same enthusiasm and degree of involvement                         |
|                                                          | CI5  | I intend to expand the scope of application of the knowledge and skills I acquired                   |

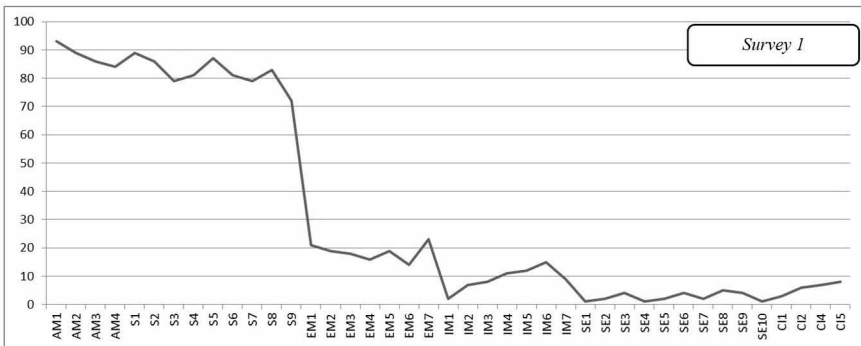
Own development

## Results and Discussion

Teaching and learning a foreign language is a complex process that includes a number of factors that allow students to make great progress. These factors range from language skills of the students and cultural socio-economic elements of educational institutions to the methodologies used by teachers (Andrade-Molina et al., 2021).

The results of the first survey demonstrated a low level of educational motivation and a high level of anxiety among students caused by technological educational challenges (Figure 3).

Figure 3. Motivational attitude of students to learning English in the first month of study



### \*Own development

According to the theory of self-determination, at the initial stage of the evolution of motivational behaviour, amotivation and lack of personal intentions to act are manifested. Amotivation is accompanied by unintentional, non-judgmental, incompetent and uncontrolled actions.

At the beginning of training, students showed a reduced motivation to learn: 93% of students felt personal unwillingness and inability to learn, 89% - apathy and lack of energy to participate in learning activities, 86% - indifference to learning, 84% - tension, stiffness, and irritation.

In order to increase the interest of the course participants in learning English, a group was created on the Facebook platform to provide course participants with the opportunity to share their expectations from the course, as well as in the format of personal correspondence with moderators to develop personal goals and criteria for the educational outcomes to be achieved.

Although the use of technology in education is encouraged, some research has identified numerous barriers to this, such as lack of training, inadequate infrastructure, lack of technical support, etc. These obstacles can cause anxiety and stress leading to mental and physical stress associated with the use of technology, the so-called technostress. Technostress is defined as a problem of a bad adaptation caused by a person's inability to cope with technologies and changes in requirements associated



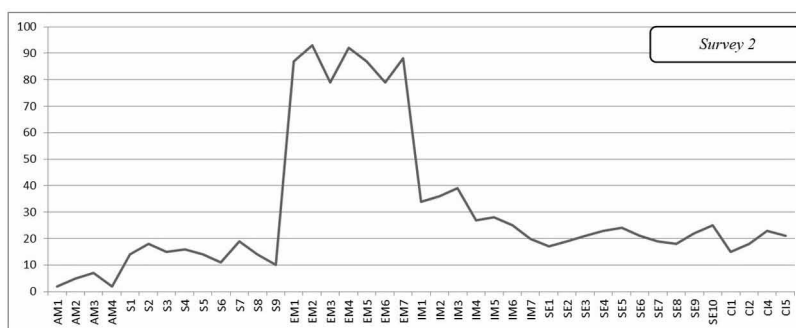
with their use, which generates psychological and physical stress (Panisoara et al., 2020). Through extensive research, researchers have identified five categories of technostress drivers (technological overload, technological invasion, technological complexity, technological insecurity, and technological uncertainty) and three technostress inhibitors, namely promoting literacy, providing technical support, and encouraging participation (Hwang & Cha, 2018).

In the first month of study, 89% of students experienced discomfort adapting to a new format of learning with the use of technology. Eighty-six per cent of students found it difficult to get involved in educational activities and learn effectively using technology due to the limited time and conditions of the course; 79% of students had difficulty adapting to technical requirements; 81% of students said they felt the need to improve their technical skills in order to fully participate in the course; 87% of students realized that they lacked confidence and digital literacy in order to explore all the possibilities of the technological tools offered by the course; 81% of students felt anxious about their involvement in a digital learning environment, and 79% of learners were too diligent; 83% of students confirmed that various forms of learning improved with technology complicate their educational activities and make them work harder; 72% of students were ready to interact with a digital educational resource.

In order to reduce students' technostress, the course moderators provided technological and methodological support upon request at the stages of the adaptation to digital educational tools.

The results of the second survey showed a decrease in the level of educational apathy and technostress among course participants and a rapid increase in the influence of external motives, the so-called instrumental motivation, on the effectiveness of educational activities (Figure 4).

**Figure 4. Motivational attitude of students to learning English in the second month of study**



\*own development

In the second month of study, the students showed a consistently high interest in learning English in a digital environment using the capabilities of mobile applications. In terms of motivational urges, the survey results showed the following trends:

- 87% of students studied English because the course was part of the professional training program and it was compulsory;
- 93% of students studied English because they were interested in a high grade;
- 73% of students studied English because they believe that knowledge of English was a prerequisite for getting a job;
- 92% of students studied English because they believe knowledge of English is necessary to participate in an English-language program;
- 87% of students studied English because they believe their knowledge of English must meet the university requirements;

- 79% of students studied English because they believe their future profession requires a high level of English communication skills;
- 88% of students thought they should learn English.

During the learning process, the moderators identified a significant impact of external factors on the motivational behavior of students. The students demonstrated a need for the external organization of educational activities with clear rules and conditions.

The survey results are consistent with the approaches that the theory of self-determination is based on work of Ryan and Deci (2017); these confirm that at an intermediate stage of the evolution of a person's motivational behavior, a person acts under the influence of extrinsic motivation, which is viewed as a continuum with four motivational regulators - from strictly controlled "external regulation" to autonomous "integrated regulation".

External regulation is the period when a person performs actions to satisfy external demand while complying with the requirements, expecting external rewards and fearing punishment.

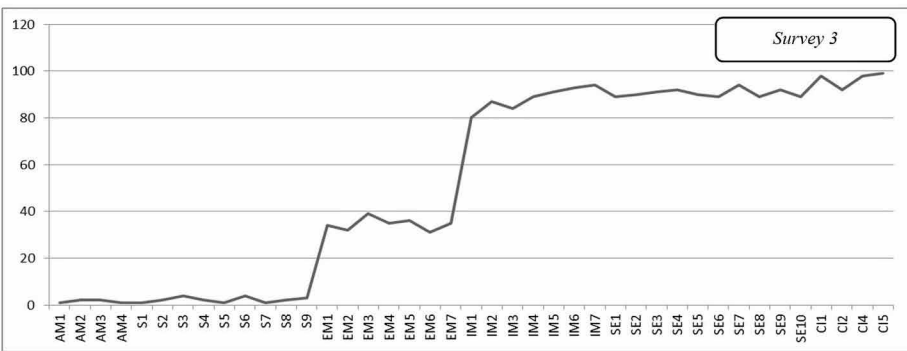
Introjected regulation is the period when a person takes action in response to feelings of pressure to avoid guilt or anxiety. The actions of the individual emanate from a sense of self-control, their involvement and the identification of internal rewards and punishments.

Identified regulation is the period when a person identifies with the personal importance of behavior and sometimes associates their behavior with a vital purpose. The actions of a person are based on a sense of personal importance, awareness, and assessment of priorities.

Integrated regulation is the most autonomous form of extrinsic motivation. Integration occurs when a person internalizes the rules and assimilates them, and ultimately feels more autonomy to act. The actions of a person are based on a sense of congruence, awareness, and personal synthesis. Students not only identify with the value of a particular action but also align their actions with the core interests and values of others. English learners with integrated regulation will feel their belonging to the English-speaking community (Nra & Vibulphol, 2020).

The results of the third survey demonstrated a decrease in the priority of external motives and a shift in the focus of the course participants to internal motives (Figure 5).

Figure 5. Motivational attitude of students to learning English in the third month of study



\*own development

In the third month of study, the students developed a state of intrinsic motivation, which was accompanied by the interest in learning activities, pleasure and inner satisfaction. There was an

increased interest in synchronous interaction in the online conference mode on communication platforms and social networking sites.

Internal motives affected students' attitudes towards learning English. Thus, 80% of students noted that learning English was interesting and informative; 87% of students associated it with a strategic move towards professional success; 84% of students found that training promoted their personal development and self-improvement; 89% of students confirmed that knowledge and skills make it easy to adapt to the lifestyle of other cultures and take part in social contacts. The motivational factor for 91% of students was the formation of intellectual capital necessary for future professional activities and high-quality social interaction. Ninety-three per cent of students associated learning English with the discovery of new professional and personal opportunities. And 94% of students confirmed that their motivation is curiosity about new knowledge.

The third month of study took place with a collective sense of personal competence and technology literacy. Thus, 89% of students believed that they actively and effectively use the possibilities of digital technologies in learning English; 90% of students found it easy to actively communicate and interact with the teacher and other students on digital platforms (Facebook, Instagram, Zoom, Google Meet); 91% of students noted the effectiveness of the use of mobile applications offered by the course, and 92% of participants confirmed the effectiveness of search services to support their educational activities; 90% of students considered themselves to be accustomed to online testing and other tools for assessing learning progress; 89% of students confirmed that they have digital skills that allow them to properly use technology in educational activities; 94% of students were confident that they effectively and efficiently use appropriate digital technologies to express personal opinions and communicate; 89% of students noted that they quickly adapt to the requests of the teacher and the educational environment; 92% of learners can use tools for remote communication on an equal basis with their peers; 89% of students believed that they are able to constructively solve tasks of the distance learning curriculum.

In addition, at the end of the course, there was a high level of students' readiness for subsequent continuous independent learning; 98% of students expressed a desire to learn English and improve communication skills in the future on their own; 92% of students intended to look for new opportunities for high-quality English language practice in real communication conditions; 98% of students believed that in the future, they would learn English with the same enthusiasm and degree of involvement, and 99% of students showed an intention to expand the scope of the knowledge and skills they acquired.

Student-centered educational activities should be aimed at deepening learning by involving students in a simulated learning environment close to real life and professional conditions of interaction. Encouraging students to conduct their own experiments, clarification of personal views based on meaningful feedback provided by teachers or the learning environment, and, finally, generation of their own conclusions will motivate learners and allow them to develop new communication skills their professional activities require (Lan, 2020).

The results of the experiment are consistent with the opinions of researchers, whose research interests are focused on the motivational behavior of students. Research findings over the past two decades have shown a growing interest in motivation as a critical component of language learning success. Motivation stimulates the impulse to start learning and is a tool to support the student in achieving educational goals (Abaunza et al., 2020).

A study conducted by Universidad Técnica de Ambato (Ecuador) was aimed at analyzing and comparing the perceptions of students and teachers of the impact of motivational strategies on the desire to learn a foreign language, as well as on the effectiveness of learning. The expediency of introducing motivational strategies into the structure of educational courses to create a more effective learning environment was confirmed (Hidalgo & Villacis, 2020).

A study conducted at the private university of Selangor (Malaysia) identified four types of motivation: integrative, instrumental, productive, and intrinsic, which are an important source of student motivation to learn English as a foreign language. Integrative motivation contributes to

the acquisition of foreign language skills through the need for better understanding, as well as for the acquaintance and interaction with the English-speaking environment, and is accompanied by enthusiasm when learning the language. Students with high integrative motivation tend to work harder on educational assignments; they are smarter learners that can faster adapt to communication challenges. Instrumental motivation promotes mastery of a foreign language for some specific reasons (for example, finding a good job, going to the right college or passing exams) and focuses mainly on obtaining an external reward. Intrinsic motivation contributes to the mastery of a foreign language due to an inner desire and interest in certain actions and participation in them. Students with intrinsic motivation tend to solve complex problems and learn from their mistakes without any external reward. People seem to engage in activities for their own sake, not because they lead to external rewards. Intrinsically motivated behavior is potentially associated with a sense of competence and self-determination. Effective motivation promotes mastery of a foreign language with a desire to achieve an educational goal (Azar & Tangaraju, 2020).

A study conducted at seven universities in Shaanxi (China) highlighted that instrumental and integrative motivation of students has a positive effect on their foreign language learning outcomes. Instrumental and integrative motivation affects the student's desire to satisfy their external and internal needs, which are closely related to their emotional state. For example, instrumental motivation prompts students to improve their proficiency in a foreign language for a career advantage while integrative motivation encourages them to learn the language out of self-interest in communication opportunities (Zhang et al., 2020).

A study conducted at Tashkent State University of Law showed that the level of students' instrumental motivation to learn English as a foreign language surpasses integrative motivation and instrumental motivation affects the learning process to a greater extent. Students with instrumental motivation learn English for specific and practical purposes while learners with integrative motivation want to be closer to native speakers (Ametova, 2020).

A study conducted at the Faculty of English at Srivijaya Polytechnic University revealed that students' motivation to study online mainly depend on their desire to gain new knowledge and enjoy the new method of learning. The motivational behavior of students was also affected by external regulation and environmental conditions (Gustiani, 2020).

The attitude of students towards a language, its speakers and culture determines the amount of effort they are willing to put into learning the language and the satisfaction they receive from this process (Gardner, 2020). Motivation of students to study English as a foreign language can be increased by popularizing the English-speaking environment, involving students in communication activities on their own terms and implementing their reality and creativity in the context of educational practices (Csizér & Illés, 2020). Throughout all stages of learning, feedback is a potentially powerful motivational tool for improving student learning, allowing learners to evaluate their own performance and thereby improve self-regulation. When mastering a foreign language, feedback plays an important role in maintaining interaction between teachers and students or between classmates. Feedback can be seen as a strong external stimulus providing positive or negative reinforcement to the student's behavior. Through feedback, the student comprehends information from various sources and uses it to improve their work or learning strategies (Gan, 2020). Student motivation and attitude are two of the most important factors that have a huge impact on language learning; therefore, teachers need to understand the relationship between motivation and its effect on language learning in order to find effective ways to improve student performance (Imsa-Ard, 2020).

## Conclusions

The study proposed and tested the concept of an online course - English for traveling - with an emphasis on the use of modern digital services, such as Facebook, Google Meet, ZOOM Cloud Meetings, TripLingo, Babbel - Language Learning, Busuu, Tours & Travel, Smart Traveler and TravelloTravelSocialNetwork (TravelChatandActivities), which have proven their effectiveness in

ensuring high-quality and effective learning activities, and also increased the degree of students' motivation and involvement in the learning process. The results of a survey of students of the Moscow Region State University taking part in an experimental course demonstrated the evolution of motivational behavior in the learning process and made it possible to identify important trends.

In the learning process, various styles of students' motivational behavior are manifested - from apathy and technostress to self-efficacy and self-motivation. At the initial phase of the course, the introduction of modern technological tools has a positive effect on the student's motivational intention to perform educational activities. At the main phase of the course, the functionality of educational communication platforms, mobile applications, and social networking sites contributes to the effective organization of practical activities aimed at developing professional competencies. At this stage, the intellectual potential of the student is formed under the influence of external motivational factors that induce continuous educational activity. At the final phase of the course, external meanings are changed into internal ones. At this stage, the student enjoys educational activities, which affects the priorities in the distribution of time, physical and intellectual resources and student efforts in favor of educational activities aimed at acquiring personally important knowledge and skills.

In parallel with the development of the competent component of the personality, there is an evolution of motivating motives for educational activity. This suggests that there is a need to include motivational strategies in the concept of educational courses.

The study will be useful for English teachers teaching in higher educational institutions who are looking for pedagogical and technological tools to create an effective motivational learning environment in an online format.

The results of the study revealed the relationship between the evolution of the student's motivational behavior and their competent development, which forms scientific interest in the topic of building a system of synchronous interaction of competence and motivation criteria in the structure of online English learning courses, and determines the prospects for further research.

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