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CULTURAL FACTORS INFLUENCING KOREAN EFL LEARNERS' MOTIVATION AND ACHIEVEMENT

Submission Date: November 19, 2024, Accepted Date: November 24, 2024,

Published Date: November 29, 2024

Crossref doi: <https://doi.org/10.37547/ijll/Volume04Issue11-13>

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ABSTRACT

In this article, the author analyzes the main factors influencing the motivation for learning a foreign language among Korean students. The importance of a practice-oriented approach to education, student-centered learning, and adaptation of curricula to modern standards and employers' requirements is noted. One of the key factors in motivating students is the awareness of the importance of the knowledge they gain for their future profession. Also, when forming study groups, the basic level of training of students and the chosen profile are taken into account.

KEYWORDS

Practice-oriented education, quality of graduate training, student motivation, teaching English in a non-linguistic university.

INTRODUCTION

The main reason for the need for Korean students to study English is the high level of demand for young professionals with knowledge of English among employers in the international labor market [1]. Studying English is part of the mandatory curriculum at universities. Of course, attending lectures and

seminars, completing assignments from teachers to obtain certification, passing tests and exams are among the students' responsibilities. But for successful mastering of a profession, a formal attitude to learning is not enough. For this reason, the formation and

maintenance of proper motivation of students is one of the key components of success.

One of the most important tasks of higher education in the formation of educational programs is to ensure a high level of training of graduates and a guarantee of obtaining knowledge that will be in demand in their future profession. For effective mastering of the educational program, not only the appropriate basic training of students is necessary, but also the proper level of motivation, making learning productive. Therefore, the study of motivation is always an integral part of pedagogical science.

METHODS

It is necessary to highlight the most frequent reasons for the lack of motivation to study a foreign language for Korean students. These are:

- their own rational approach to learning, when students set priorities, paying special attention to the subjects that are most important to them;
- formality of knowledge, if there is an obvious lack of its connection with real practice and professional activity;
- low basic level of students' knowledge, for example, lack of practice; lack of necessary skills in reading, translation, analysis of information, oral speech, which complicates mastering the curriculum and affects interest in classes.
- development of Internet technologies, when students believe that if necessary, they can always quickly find the answer to the right question;
- socio-psychological reasons.

Analysis of students' motivation and the most frequent reasons for its lack is the first step to effectively overcoming this problem.

RESULTS AND DISCUSSION

The importance of objective assessment for further motivation for learning is obvious. If the assessment is given fairly, it not only reflects the real level of professional competence of students, but also increases their satisfaction with the work done, and therefore motivation. Another important factor of motivation is the relevance of the knowledge obtained, i.e. its relevance, importance for future professional activity, compliance with the goals of professionally oriented training. In modern conditions, students have access to many educational platforms, distance learning courses, video lectures, etc. They have the impression that the necessary knowledge can be easily obtained outside the university (on the Internet), and in a short time. However, the quality of higher education and educational programs developed by university specialists with high professional competence in their field is difficult to overestimate. Not every educational program and paid course can guarantee the proper quality of the offered training. Nevertheless, it is obvious that in the conditions of high competition in the educational services market, the university needs an up-to-date, constantly supplemented curriculum. The teacher can, at his own discretion, supplement the courses with his own methodological developments; conduct case analysis. For example, when studying the topic Mergers & Acquisitions of Companies, you can consider real examples of mergers and acquisitions of companies, when analyzing the topic Economic Growth - analyze the economic situation in certain countries, when practicing the ability to read financial reports - consider

the published annual report of a well-known bank / company, etc.

A teacher who is a practicing specialist can conduct a short conversation with students about the possibilities of applying the knowledge they gain; share their professional experience. Students will be motivated by the fact that they are not just studying theory, but also gaining basic knowledge of English that they really need in their professional activities. Meetings and interviews with invited experts are also very productive.

It is impossible to overestimate the importance of knowledge of a foreign language for the general intellectual development of students, the ability to learn about the world, read professional literature, communicate with foreign friends and colleagues, etc.

It should be noted that the formation of a practice-oriented approach to teaching, adaptation of curricula to current educational standards and employers' requirements is one of the main tasks of modern higher education. The Financial University holds many thematic events that increase students' interest in learning English and their motivation: English weeks, translation competitions; Students are offered academic disciplines in English, integrated training programs at foreign universities, which require knowledge of English at a level of at least B2, the opportunity to prepare for international English language exams, and much more.

The third motivation factor is the correspondence of the program complexity to the level of basic knowledge of students, the feasibility of the tasks. As a rule, the training courses of the Financial University are designed for the level A2-B1 (for the first year of the

bachelor's degree), level B1-B1+ for the second and B2 for the third. But in the case of forming a group where the basic level of English proficiency is lower than expected, the teacher should pay attention to the formation of the necessary skills (using the methods of summarizing the text, searching and analyzing information, grammar); the ability to write business letters, conduct presentations, etc. Of great importance for motivating students and the productivity of classes are the skill and professional qualities of the teacher; his literate speech, erudition, the ability to create an atmosphere in the team in which a responsible attitude to classes is encouraged. In this process, a teacher of a non-linguistic university may encounter difficulties, since there is always a share of students who do not show interest in the subject. The ideal of modern education is considered to be student-centered learning. It is assumed that independent individuals, ready to study purposefully, come to the university. But in reality, the problem of lack of motivation among students often arises (especially in the junior years, where students need to adapt to a new form of education at the university, which requires a more adult approach and a new level of responsibility). In the learning process, it is important to take into account the characteristics of the emotional intelligence of the teacher and students [3]; the teacher's readiness to support students in their desire to improve their level of knowledge; explain unclear points, help correct mistakes, understand emerging difficulties, etc.

It is no secret that learning a foreign language to a sufficiently high level of proficiency is a long and difficult process that requires patience and perseverance. It is also important for a teacher to have knowledge of foreign language teaching methods that

allow them to create and maintain student motivation. For these purposes, university teachers can turn to the experience of foreign colleagues, as well as take international professional training programs. And finally, the fifth (and one of the most important) level is the ability of teachers to interest students; to create involvement in a creative and meaningful learning process that will improve their level of knowledge and demonstrate their abilities.

Examples of tasks that increase students' learning motivation

Students respond well to and readily complete tasks that stimulate their intellectual activity, encourage them to conduct independent research, and express their point of view and position. The result is more productive and is valued by the students themselves higher than passively memorizing new rules or listening to the teacher's explanations. Such tasks include:

- presentations on given topics. By demonstrating a presentation, students learn to explain and present the material they have studied to listeners, and practice their oral and public speaking skills. Preparing a presentation allows them to study the topics covered in the semester in more depth. Speakers can also prepare questions for listeners to discuss the presentation;
- communicative tasks for working in pairs and interacting in a student group: composing dialogues (or retelling dialogues from a textbook), interviews, role-playing games, debates, discussions of texts and articles read. Such tasks encourage students to formulate their own opinions and positions; stimulate the exchange of opinions in the group, and this always

finds a response, because they like to be heard. In the process of communication, students practice oral speech skills, active vocabulary and grammar; learn to listen and understand each other, show respect for the opinions of their classmates;

- tasks aimed at expanding vocabulary and practicing vocabulary: cards for memorizing new words, selecting synonyms, interpretations of words in English (it is advisable to use English-English dictionaries to find them). In groups with a higher level of English proficiency, joint work on a glossary can be carried out to memorize the lexical units and terms being studied [4];

- watching short video lectures, interviews (for example, with representatives of enterprises, well-known companies) in English;

- problem-based learning methods, when students need to find a way to solve a problem situation; - interactive tasks (especially effective in distance learning);

- microlearning methods, when in each seminar students can learn several new words or phrases, a new grammar rule or construction, etc. in 5-10 minutes;

- types of tasks in which students are asked to check and evaluate each other's work (before checking by the teacher), for example, when writing a vocabulary dictation-translation, students can check their work with the teacher's permission.

CONCLUSION

Thus, the formation and maintenance of motivation for learning English among Korean students is one of the most important tasks of higher education. The success

of mastering the curriculum and the level of professional training of university graduates directly depend on proper motivation for learning. Research into student motivation and the most common reasons for its lack is the key to the effectiveness of higher education programs and the formation of a high level of professional competence of students.

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