

### THE PECULIARITIES OF IMPROVING FOREIGN LANGUAGE MOTIVATION IN MULTICULTURAL GROUPS

The article focuses on the study of foreign language mastering motivation development in multicultural groups. Taking into account the research carried out by Russian scientists the model of nine types of foreign language mastering motivation has been applied. This model comprises: (1) cognitive-educational; (2) intellectual-developing; (3) communicative; (4) emotionally delighted; (5) prestigious; (6) identifying; (7) instrumental; (8) impersonal, based on duty; (9) motive to avoid failure. The dominating types of motivation of Ukrainian and foreign students have been defined after their completion of the provided questionnaire at the beginning and the end of the course. The participants (151 university students) were divided into control and experimental groups. The activities designed for the experimental group included 15-minute discussions concerning multicultural issues. The examples of the activities are as follows: making presentations about different aspects of culture(s), defining the differences in perception of time and distance, analyzing works of art, etc. The analysis reveals that suggested approach promotes positive changes in students' social thinking, including overcoming general stereotypes and prejudices.

It has been experimentally proved that there are changes in different types of motivation at the end of the course. It was shown that impersonal, instrumental, and cognitive-educational types motivation dominated in control group. While cognitive-educational, intellectual-developing, and instrumental types of motivation appeared to be important for participants from experimental group.

*Key words: motives of the foreign language mastering, multicultural education, student age.*