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MOTIVATIONAL FACTORS IN ENGLISH LANGUAGE LEARNING OF FUTURE GARMENT TECHNOLOGIST-DESIGNERS

The motivational factors influencing English language learning among students in the "Garment Technology and Design" programme were investigated with the aim of determining the balance between instrumental and integrative motives; evaluating the role of basic psychological needs (autonomy, competence, relatedness) in the formation of motivation; analysing the impact of information and communication technologies and professionally oriented tasks on students' motivational profiles.

The literature on the subject was analysed and theoretical models of motivation were identified, such as: a) the classic model of R. Gardner and W. Lambert, according to which motivation for language learning can be divided into instrumental motivation, which is related to practical needs or career prospects, and integrative motivation, which is related to the desire to be integrated into the target language culture [3]; b) the self-determination theory developed by E. Deci & R. Ryan, which distinguishes three basic psychological needs – autonomy, competence and relatedness – that are prerequisites for intrinsic motivation [1]; the concept of the "L2 self", developed by E. Ushioda, which creates a self-image of a successful English user that stimulates sustained efforts towards improvement [8].

Empirical research in the professional context has shown that instrumental motives predominate among students in technical fields, but that intrinsic motives – interest in professional texts and self-realisation – are crucial for long-term engagement [5]. It has also been found that external stimuli (grades, social recognition) have a short-term effect, whereas intrinsic stimuli (cognitive interest) ensure sustained progress [9]. Furthermore, the role of motivational

teaching practices (clear goal setting, positive reinforcement, emotional support) in fostering positive attitudes towards language learning has been emphasised [2].

Another issue that researchers are focusing on is the role of information and communication technologies (ICT) in increasing motivation for language learning. K. Halatsyn and A. Feshchuk showed that integrating online platforms, mobile applications and virtual simulations of professional situations increases learner autonomy and real-time feedback while reducing language anxiety [4]. S. Nikolaieva et al. recommend combining traditional methods with digital tools to create an adaptive environment that meets the individual needs of students [6]. R. Oxford highlighted the importance of learning strategies (cognitive, metacognitive, social) which, when supported by ICT, develop self-regulation skills and maintain intrinsic motivation [7]. The use of ICT tools (LMS, mobile applications, virtual laboratories) significantly increases engagement and feedback, thus contributing to motivation [4; 7].

When examining some of the attributes that future clothing technologists should possess, it was found that students' professional orientation prioritises instrumental motives: translating technical descriptions, reading international standards and communicating with foreign manufacturers [5; 9]. At the same time, intrinsic motives (interest in professional content, desire for personal development) ensure the stability of learning activities [5; 9].

It has been found that the use of authentic industry materials (catalogues, video reviews of equipment) increases interest and encourages independent information seeking in English [4]. Students with prior English language preparation show higher levels of integrative motivation, but need targeted support to develop technical vocabulary [3; 8]. It was also found that the motivational profiles are heterogeneous: beginners focus primarily on extrinsic goals, whereas experienced students are guided by integrative and intrinsic motives [3; 9].

The results of the study led to the conclusion that it is reasonable to apply

a comprehensive approach to the development of motivation in the English language learning of future garment technologist designers, which includes: the implementation of professionally oriented project tasks in the curriculum with the obligatory use of English language resources and authentic materials; the integration of adaptive ICT tools (mobile applications, virtual simulations, etc.) to create a personalised and flexible learning environment; the encouragement of students' self-reflection (learning journals, portfolios, group discussions) to strengthen intrinsic motivation and language autonomy; and conducting long-term monitoring of motivational changes under the influence of language learning. Equally important is the use of motivational strategies by teachers, such as clear planning, positive reinforcement, and emotional support.

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