Motivation is very important in education in general. It is one of the universal principles that can be applied practically in every sphere of education. Motivation has long been a major problem for most teachers. The main reason of this is that most of our pupils have low motivation to learn. Motivation is a complex phenomenon and includes many components: the individual’s drive, need for achievement and success, desire for stimulation. These factors play an important role in every kind of learning situation. It can differ in the form and in the methodology of its usage. Motivation keeps up the interest for getting the knowledge, arouses the curiosity, promotes the creativity, creates the conditions stimulating the learning activity, enlivens the teaching situations and enables the learners to employ the hidden abilities for learning. Being a many-sided phenomenon motivation can be considered from different points of view [2; 5-7].

Motivation is important at all levels of education and in all kinds of learning groups. However, the initial stage of education is the most significant one. Some specific features of that age should be presented here.

The junior learners are initially involved into learning activity. That is their first step in mastering different subjects, which should be oriented by the teacher. The following stages of learners’ development should be mentioned:

- acceptance of ready-made teacher’s tasks;
- thinking and rethinking on the bases of motivation;
- interest to learning, based on the tasks bearing not abstract but concrete content;
- developing and understanding the aim of learning;
- consideration of cooperation in learning and evaluation of the role of motivation.

Thus, this is the bases for further analyses of the role of motivation at early stages of learning [1; 61-63].

Motivation is an inner psychological characteristic of a personality resulting in different activities. Any activity without motivation can be either senseless or not effective.

When the child first comes to school, he has no idea of his motivations. The urgent task of a teacher is to start creating motivation bases consisting in awakening desire to learn new things, in developing child’s curiosity. It should be done not only from the point of view of being acquainted with some unknown things or facts but also from the point of view of understanding the value of learning. Thus, the teacher’s task is to work on the formation of motivation sphere of pupil’s learning activity [2; 65-67].

Motivation formed at early age is important for creating a personality of a learner. The success of learning at this stage depends on the effectiveness of motivation. Its lack leads to the failure of the whole teaching process.

Ways and methods of forming the positive and stable motivation to learning.

1. The first thing to consider is the content of teaching material. The content should meet the requirements of a pupil opening the possibility for the further creative usage of the information. This material should be accessible and based on the previously gained knowledge. It should be interesting and informative. Otherwise, there will be little motivation in it [3; 5].

2. The organization of teaching activities plays an important role in creating the atmosphere for the adequate perception of the information. One of the most effective ways of
creating motivation is the use of problem situations. Pupils should understand why and what for they study some materials and what their main task in learning is. Motivation forming activity could be realized only in the activity itself. That means that the words and instructions are nothing without the child involvement into real activities. The result must be seen, realized and evaluated not only by the teacher but by the child as well. This can become a stimulus for strengthening motivation [2; 57].

3. Individual approach and team work. The combination of these two methodologies enables the experienced teacher to vary the forms of creating motivation. Younger learners need to be approached in a more delicate way than the senior pupils are. The more individual attention the pupils receive the more they are ready for constructive team or group work and the more motivated they become [2; 55-56].

4. One of the successful ways, if the teacher is resourceful and skilful enough, to motivate his/her students to participate in the lesson is to use “pair work” or “group work” appropriately. Any subject is best learned through the close collaboration and communication among students. This type of collaboration results in benefits for all or both learners. In fact, learners can help each other while working on different types of tasks such as writing dialogues, interviews, drawing pictures and making comments about them, play roles [5].

5. Role play technique can be used successfully to vary the pace the lesson and to respond to the fundamental notion of variety in teaching. Teachers are advised to use the role-play activity in order to motivate their students and to help the less motivated learners take part in the lesson. Besides, certain tasks in the student’s book are followed by a role-play activity where it becomes a necessity to undergo such an activity. Such examples of that can be stated: the hide and guessing game, dramatizing an interview of customer and shop assistant, doctor and patient conversation, visiting your friend etc.

6. Evaluation, self-evaluation and self-control. These factors enable the teacher and the learner to build the correct and stable bases for the learners’ success and the role of proper motivation in achieving this success. It is necessary to analyze the pupils’ activities in details and to pay special attention to all positive sides in their development. This will stimulate the young learners’ success and progress in learning. Such evaluation will surely motivate children for further achievements and will stimulate in them a desire for self-evaluation.

The progress of younger learners would be more intensive and resultative if the activity into which they are involved corresponds to the level of children development, if the child gets positive emotions. Such emotions and additional motivation can be caused by the strive of the children to get the higher grades. The grades (or “marks”) usually serve as a great stimulus in education. The great majority of children want to get better marks as this gives them (and their parents) the feeling of pleasure and satisfaction. It gives the child the possibility to increase their prestige and self-esteem. Thus good grading is a powerful factor in building motivation for learning [4].

The most vivid and representative evidence of motivation value and importance can be exemplified by the results of the experiments conducted by the researches. The experimental data show that the success in learning directly depends on the motivation. My own observation of the teacher’s work proves my initial suppositions concerning the role of motivation. Our observation teaching practice was held in school - gymnasium “Best”. The main task of our practice was to observe and discuss demonstration lessons conducted by experienced teachers. The variety of teaching aids, ways and forms of motivation was striking and impressive. That is a short list of them:

- Introductory game
- Role play
- Life situation creation
- Problem situation
Dramatization of situations
Brainstorming and so on.

The leading principle that the teacher was guided by was the principle of holistic education. Do not teach the subject but the whole child. The result of this work was great as the pupils were motivated to such an extent that they forgot about the classroom setting and behaved as if they were the part of English speaking community.

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РОЛЬ БОКЕНБАЯ КАРАУЛЫ В ИСТОРИИ КАЗАХСТАНА

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В истории нашего суверенного государства еще немало белых пятен. Признавая, что в последние годы широкой общественности стали известны имена и подвиги таких легендарных батыров, как Кабанбай Каракерей, Есет Тама, Жанибек Шакшакулы, Наурызбай, Раймбек, эпического героя Кобыланды, следует отметить, что были и другие великие личности, заслуги которых ускользнули от внимания исследователей. Еще более обидно сознавать, что славу, авторитет и деяния одних батыров намеренно приписывают другим, перекрашивая белые пятна истории казахского народа в серые цвета.

Именно так обошлось время с видным государственным деятелем первой половины XVIII века, знаменитым батыром и бием Бокенбаем Караулы из рода табын, заслуги и подвиги которого необоснованно приписывают Канжигалы Богенбаю.

Пришло время найти истицу, восстановить справедливость и воздать должное одному из организаторов освободительной борьбы казахского народа против джунгарской агрессии. К этому призывали авторы письма, адресованного акиму Актюбинской области, депутатам областного и городского маслихата, жителям области. В нем говорится о неоспоримых залугах Бокенбай батыра: «Букенбай не щадя своей жизни боролся за целостность и независимость своего народа. Изо всех сил стремился объединить политически раздробленных казахов, хотел установить сильное централизованное государство... Его уважали и побаивались башкиры, калмыки, туркмены, каракалпаки. С мнением батыра считались русские, которые учитывая его