

**Olena Chykhantsova, PhD, Associate Professor**  
**Department of Psychology**  
**Open International University of Human Development 'Ukraine', Ukraine**

## **Influence of social inequality on pupils' motivation to learning foreign languages**

### **1. Introduction**

Education is one of the main resources of the modern society, the progress of which is based on the development of knowledge. The level and quality of received education, educational attainment of the population is largely determined by structural innovation capacity of the economy and many other fields which are important for human well-being.

Social position is the most important factor in regulating of activity of the individual, his/her behavior and activity. It affects persistency of purpose, the value of the ongoing efforts, the desire to do the job well, which largely determines the success of educational activity and precedes the country's economic growth.

In any modern society social inequality contains a mandatory component. It is education. Education acquired the meaning of social life. It is important as the education of the human figure, as the main channel of social reproduction and social mobility.

Recently, much attention is paid for the studying of the foreign languages during the education. The theme of social inequality is perceived and valued by citizens, taking into account many components. It is a culture, language, religion, education, knowledge of rights and laws.

Even more pronounced is the inequality in access to higher education in Ukraine. It concerns the probability of admission to a higher education institution (HEI), taking into account the different financial wealthy of families to pay for education.

It is no more secret that the system of secondary education in rural areas requires a reorganization and improvement, as its network of schools is famous for its excessive uniformity, fully complete schools, poor material and technical base and an acute shortage of staff.

Enough low quality of education in rural areas generates the low level of knowledge of graduates of rural schools and accordingly less chance to enter the university. More opportunities have the inhabitants of large cities and regional centers.

Possibilities of rural residents to participate in education and its successful completion is also reduced due to the remoteness of the accommodation of the house and the need for considerable funds for life. Today the size of scholarships can not meet even the basic needs of a young man.

The main problem of the modern system of education in Ukraine is to preserve its quality and performance. Against the background of increasing demands on the vocational training, in accordance with the requirements of an innovative educational process of modernity and insufficient financing of educational sphere there is a decline in the prestige of education and the deterioration of its quality.

Obviously, the level of education in Ukraine is only outlines the employment opportunities but does not guarantee the availability of the desired high-paying jobs, the receipt of which is more dependent on good relationships and dating and how to get lucky in life. This helps to reduce the motivation for getting higher education and the studying of foreign languages.

At the forefront is not just a knowledge of the English language but its understanding and ability to use the skills that were acquired in the process of learning in everyday life. Now the world standards of modern education aimed at preparing an educated, thinking, creative and development person, who is able to adapt to our rapidly changing world and contemporary socio-economic environment.

**The object** of the research is a problem of social inequality that influence on the motivation of learning foreign languages.

**The subject** of the research is social inequality of educational society in Ukrainian.

**Purpose** of the article is to identify the impact of social inequality on the motivation of learning foreign languages.

## 2. Literature review

The following researchers A. Gottlieb, L. Grezhebina, I. Nechitailo, S. Oksamytna studied the problem of inequality in the education system and the professional orientation of youth and life plans of school leavers.

As A. Gottlieb noted, that the problem of motivation in learning foreign languages is becoming extremely important in the era of globalization in all spheres of public life. Globalization means that the role of personal contacts of people increases more and more and requires knowledge of a foreign language (Gottlieb 2009, pp. 122-127).

L. Thielene said that the main role of education is waning, associates achieve success in life and opportunities for professional growth with the level of qualification and training, on the one hand, and protects against poverty on the other. The knowledge of foreign languages is an essential component of the education of successful people. This item is usually found in the questionnaires of personnel departments of state and commercial institutions. Those who know a foreign language, not only the native one, produce a more favorable impression on others (Thielene 2011).

L. Grynevych said that the quality of education depends on the ability of parents in Ukraine today. She also added that in those regions where parents have more money there is a better quality of education in schools. There is a small chance to prepare good further education in those schools where is no funding from parents, because it is cold there, the roof leaks, no modern aids, worse quality of teaching. She also emphasized that the inequality in education evidenced by the results of external independent evaluation (UPE). The number of graduates of city schools that receive high scores UPE is two or three times higher than the number of graduates of rural schools. Good results in English at 3.5 times receives a greater number of graduates of urban than rural schools (Grynevych 2013).

In the course of our research was revealed a directly proportional relationship between the level of the education and income of people. This demonstrates the importance of a high level of education as a factor in the rise and living standards and social status.

E. Libanova emphasizes that among persons with complete higher education the number of poor people is 13%, with an average income of 32% and rich people is 55%. Among those who have only completed secondary education (do not have a system of vocational training) are 29% poor people, middle-income 19% and 4% of rich people (Libanova 2014, p. 4-19).

It should be noted that there is a problem of motivation for teaching any subject especially during a learning a foreign language because it requires of a linguistic base and special communication skills.

Typically, the process of mastering a foreign language causes some difficulties and pupils' motivation is reduced. That is why, we consider the motivation of one of the major driving forces in learning a foreign language and it should be emphasized that the motivation relates to the internal sphere of the person. So, motivation is defined as a system of internal reasons.

We must admit that the most powerful incentives of pupils of graduating classes to master the foreign languages in school are: the need to own multiple languages to perform their professional duties, the need to communicate with foreign partners and competitors, the opportunity to participate in various international seminars and scientific conferences, the work and study abroad, the desire to have friends in different parts of the world, the simple desire to find new knowledge.

The most real methods for studying the motivation of school leavers to master foreign languages are observation of the behavior of pupils at foreign language lessons, their educational activity and the nature of communication; individual interviews with pupils about the motives of foreign language learning, the purpose of learning; questionnaire, which helps to quickly expand the information about it.

### **3. Organization of the research and methods**

These problems were solved at the stage of ascertaining experiment conducted with school leavers of the 9th - 11th classes. More than 400 pupils of graduating classes and 15 teachers of foreign language participated in the experiment during 2012-2015.

During ascertaining experiment were studied the pupils' inequality and its impact on the ratio of their studies in a foreign language, understanding of the role of foreign language communication in their future professional social establishment.

It was noted that 79% of respondents believe that the differences in the material state of the citizens are very important. Social inequality is very substantial (it was noted by 82% of respondents).

We got data of motivation of pupils of graduating classes using the questionnaire, observing and conducting interviews with school leavers. After receiving the results, we can say that the motivational sphere of pupils of graduating classes characterizes mainly the lack of interest in foreign languages and a passive attitude (68% of respondents).

The survey results, with using of the method of the survey conducted to establish what the motives are driven to learn a foreign language have shown that 18% of re-

spondents are studying a foreign language for future successful career. 4% of respondents show interest in learning foreign languages. The motive for learning foreign languages for 13% of respondents is communication with foreigners and travel. The majority of respondents (65%) are studying foreign languages because it is provided by the curriculum. Of course, oral questioning method is not intended to be exhaustive of the situation and the disclosure of the hidden meanings of subjective, but we can do some definitely conclusions.

The majority of respondents (65%) in the study of a foreign language is driven with pro-social motivation ('should be on the curriculum'). We can say that the process of training for them is a usual operation or forced behavior. A small part of respondents (18%) pointed to the motive of personal affirmation ('to build a successful career, to find a good job'), and the motive of affiliation (13%) ('to travel, to communicate with foreigners'). Only 4% of school leavers have intrinsic motivation. It is the learning of the foreign language because they like it.

The main conclusion is that the pupils of graduating classes are mainly driven by external reasons while there is a significant proportion of negative motivation ('do not expelled', 'do not get a bad mark'). This is a contradiction, because the prestige of a foreign language and its importance in public life increased and would seem to be more than positive motivation.

Another interesting fact is that the interest of the pupils of graduating classes to master a foreign language is also almost unchanged after the entry the university. The data obtained in the survey show that 37% of the pupils of graduating classes like learning a foreign language at school and they would like to continue their studies at the universities. 45% of school leavers showed no interest in this. 18% of the pupils expressed a negative attitude to learning a foreign language and do not want to waste their time on classes.

During the survey we found out that 48% of respondents are studying a foreign language not systematic, often before control work, tests or before the exam. Only 40% of the pupils of graduating classes prepare for each lesson in a foreign language on a regular basis, others pay attention to foreign language lessons without having studied the entire volume of a given task.

The specific scientific and practical interest is the study of groups of school leavers' motivation of mastering a foreign language, depending on their social origin (see Table 1).

**Table 1. Structure of the motivation of the school leavers to master the foreign languages**

Groups of motives	The weight of motives depending on the social origin	
	Pupils of urban schools	Pupils of rural schools
1. Cognitive motives	0,75	0,64
2. The motives of a material nature	0,78	0,87
3. The motives of prestige of communication in foreign languages	0,64	0,61
4. Motives for the exchange of information and networking	0,79	0,71
5. The motives of personal growth and employment	0,95	0,89

Source: own development.

The results were processed using the methods of mathematical statistics, using the program SPSS17.0 for Windows and Microsoft Excel. As we can see from Table 1, the total value of selected motives of pupils from the village below, compared with urban graduates (3.72 vs. 3.91). Analyzing the socio-psychological characteristics of learning foreign languages of the pupils of graduating classes from countryside we found out that these pupils less satisfied their needs in the educational process and the learning environment. The level of academic achievement is slightly higher among girls, compared with boys, with an insignificant difference in terms of their marks.

Analysis of the practice shows that the understaffed of rural schools of teachers reduces the opportunities for the educational process by highly skilled specialists in foreign languages, so the quality of learning and motivation of pupils weakens.

During the observation period was revealed a clear directly proportional relationship between the level of education and income of the individual, which shows the importance of a high level of education as the factor of increase, living standards and social status.

The level of education has a direct impact on the consciousness, a sense of responsibility for the situation in the city, rural areas and the country. The high level of education is a more efficient way to escape poverty than material support of the population. This explains the growing interest of parents in raising educational level of the children, even in conditions of contract training with limited financial possibilities of the family. This trend indicates the growth prospects of the educational potential of the country at the expense of understanding by the population of the importance of education.

The researchers note that 'if you take a different social background of parents, in particular, their level of education, the picture is similar. Studies show that the chances

of getting higher education for children whose parents have a low level of education in comparison with their peers whose parents have complete higher education are different in hundreds times' (Grynevych 2013). The same applies to the foreign language learning: children in families where the parents speak one or more foreign languages, showing interest in the study of these languages much higher.

There is a relationship between family income and the opportunity to receive vocational training. Poor and large families are severely limited in this area. Deprivation of opportunity to get any professional education for a certain number of families a real threat of reduction of vocational potential of the economically active population in the future (see Table 2).

In this context, strengthening of social ties and limit inequality would contribute to the creation of a common educational space; improving the management of education and improving its quality; ensuring access to quality education for all sections of the population (preschool, primary, secondary, vocational, higher, postgraduate, lifelong learning); improving the efficiency of education funding (Libanova 2012, s. 404).

**Table 2. The proportion of households suffering because of deprivation of opportunities for any professional education (%)**

	2009 year	2011 year
Big cities	5,2	4,4
Small Town	7,3	4,9
Countryside	7,5	6,5

Source: calculations by MV Ptukha Institute of Demography and Social Studies NAPS of Ukraine according to the survey of living conditions of households.

Due to insufficient funding of educational institutions their logistical support of provision does not correspond to modern requirements. Authentic foreign literature, teaching learning materials in a foreign language, learning language lab requires constant updating.

Modern school education in rural areas is not different of good quality due to a whole range of reasons. The main reason is the underfunding of the sector and the general degradation of the social environment in rural areas. Low wages of teachers reduces the motivation to quality work and results in a lack of interest of talented young people to go to work in the school.

The decline of social infrastructure in rural areas and reduction of the young population in villages leads to understaffing of schools by specialists on basic

disciplines, which include a foreign language. Still actual is the problem of education services in rural areas with a small number of children.

Analysis of the questionnaires showed that employers are frequently believe that knowledge of a foreign language is necessary and desirable for their staff. Language proficiency is the responsibility of the work in a good company. Most employers pay attention to the strengthening of intercultural foreign language component of professional and business communication.

#### 4. Conclusions

Based on the analysis of our research we can confirm the assumption that there is educational inequality among people from different social environments. Nowadays, the knowledge of a foreign language is a determining factor in the choice of work and life. The social nature of a foreign language is its influence on the society, the social dynamics, the processes of interaction and social integration.

The results of our research show that the household in which learning took place (village or city) influences on the quality of learning a foreign language. Graduates of schools of the regional center were more likely to be students and have a good knowledge of a foreign language. Those students who graduated from schools of small cities or villages are able to enter the universities rarely.

The main motives of learning a foreign language at school were cognitive motives, motives of a material nature, motives of prestige of communication in foreign languages, motives of exchange of information and networking, motives for personal growth and employment. Learning of the foreign languages today has a strategic character, however, humanitarian educational policy should take into account the regional and educational policy.

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#### **Аннотация**

#### **Влияние социального неравенства на мотивацию школьников к изучению иностранных языков**

Статья посвящена проблеме социального неравенства в Украине, что влияет на качественное образования, а так же важность изучения иностранных языков в школе, что является ключевой характеристикой качества населения, важной составляющей формирования социальной структуры населения и одновременно средством социальной мобильности. Хорошее образование, которое включает в себя и знание иностранных языков, есть тем фактором, который может способствовать перераспределению и дифференциации социальных слоев населения в результате получения высококачественного образования. Благодаря владению иностранными языками, человек имеет возможность попасть в новое социальное окружение не только у себя на родине, но и за ее пределами.

**Ключевые слова:** социальное неравенство, роль образования, изучение иностранных языков.

#### **Abstract**

#### **Influence of social inequality on pupils' motivation to learning foreign languages**

The article deals with the problem of social inequality in Ukraine, which influence on the quality of education, as well as the importance of learning foreign languages at school. This is a crucial characteristic of the quality of the population, form an important part of the social structure of the population and at the same time a means of social mobility. A good education, which includes the knowledge of foreign languages, there is a factor that may contribute to redistribution and differentiation of social classes because of high quality education. Due to knowledge of foreign languages, it has the opportunity to get into the new social environment, not only in the homeland, but also abroad.

**Keywords:** social inequality, role of education, studing of the foreign languages.