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## **ASPECTS OF MOTIVATION IN ESP CLASSROOM**

The traditional approach to English language training has done well to meet the needs of non-professional students. Today's global economy requires career-specific language that includes workplace culture and jargon for safe, effective delivery of professional services and the ability to coordinate research and treatment across borders.

The term "specific" in ESP refers to the specific purpose for learning English. ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions. An ESP program is therefore built on an assessment of purposes, needs and the functions for which English is required. When designing a curriculum for ESP, it is important to survey the motives of the students. In practice this has been interpreted as meaning medical texts for the students of medicine, engineering English for the engineers and so on. Students approach the study of English through a field that is already known and relevant to them. This means that they are able to use what they learn in the ESP classroom in their work and studies.

ESP students are much more motivated to learn when they find value in the material. English course should be directly related to students' main subject course or professional needs. Students eagerly study a subject together with the language of that subject. Thus, in a general sense, motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, and acted out.

There is a great deal of serious research evidence to show that there are motivational problems within the context of a foreign language course in University. Universities have the responsibility to develop and maintain student motivation. To do this English teachers need to establish a closer link between language learning activities and content learning activities and tasks that are included into university academic courses.

To summarize the main claims for ESP: being focused on the learner's needs, it wastes no time; ESP teaching is perceived as relevant by the learners; ESP is successful in imparting learning; ESP is more cost-effective than General English.

Thus, it seems that teachers should be as encouraging as possible developing close rapport with students, creating a supportive atmosphere and raising students' motivation. Strong intrinsic motivation (such as personal interest in a subject) correlates highly with success in learning. When students are intrinsically motivated to do something, they typically want to do it well. The analysis of research studies show that students who received content based ESP instruction achieved more success in their subsequent academic courses.

## Literature

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