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**INVOLVING YOUNG PEOPLE IN SECONDARY SCHOOL: INCREASING INTEREST
IN LEARNING A FOREIGN LANGUAGE**

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Abstract

The article considers the reasons for the decline in the level of students' interest in learning a foreign language. The relevance of this article lies in the problem of modern youth - low interest and lack of demand for educational activities during the educational process. The aim of the work is to increase the interest of students in learning a foreign language. Training works best when young people can focus deeply on several things at the same time; when they see a clear goal in the learning activities; and when they play an active role, they jointly design, interpret, apply, understand and connect. To successfully engage young people in education, students must be able to do more than just be participants. Young people need to be active and develop critical thinking. Research methods: comparison and search of materials, analysis, and study of thematic literature.

Keywords: educational process, engagement learners, classroom management, difficulties, critical thinking.

In the contemporary world, education plays a major role in developing and improving the lives of young people. This is the main, leading factor of socio-economic progress since a person who is able to find, master, and apply new knowledge and has the skills of critical thinking is the most important value of modern society. According to Blum and Libbey (2004) “for decades, educators, social scientists and researchers over the years have studied what aspects of schools and classrooms engage and disengage generations of youth”. Improving the psychological state of students, focusing on improving the culture and individuality of each student, as well as meeting the needs of the youth society are one of the main solutions to the problem of students as adolescents. Rose (2004), cited in Yonezawa et al. (2009), stated that “to reverse this historical trend, it is necessary to focus on school reform from purely improving academic achievement to improving the overall participation of young people in school, in the classroom, and their overall development”. Children do not know their teachers and do not feel that the teachers know and care about them. Steinberg and Allen (2002), stated that “this is particularly troubling given that an effective learning environment is critical to motivating young people to be active class members and achieve high results”. In this way, even though Kazakhstan's schools have received a lot of attention from the state in recent years, the involvement of students in the educational process is still the main problem, especially in secondary schools in our country.

Student engagement challenges

To achieve a high level of student engagement in the classroom, it is necessary to pay attention to the problems that are still unresolved. The first and primary foremost problem is that the teacher still occupies the central place in classroom management. In order for the central place to pass to the students, it is necessary to find out what hinders the learning of the language and

why the students have an understated interest in a foreign language. Three main reasons for the decline in the level of interest in learning among students have been identified to date. First, the expectations that students place on themselves during their studies are not met. That is, students have no clear expectations as to what they should have achieved at the end of this course. As a result, students are not confident in their ability to communicate with native speakers and become frustrated in the process of communicating with them. Secondly, many students find that learning a foreign language is inherently useless. They do not see any material benefit for themselves in learning another language. The majority believe that many of their future professions do not require knowledge of English. Third, students lack practicality in using the language, as well as learning the cultural characteristics of the country of the target language. Many students need additional support from the teacher so that they can use the languages they are studying independently of the school through reading, watching films, or writing letters.

Problems in teaching a foreign language

The increased interest of students in the cultural context of the target language and their dislike for the traditional teaching method means that they are dissatisfied with the learning process itself. The reason is that most of the classroom activities consist of repeating homework, memorizing words, phrases, and irregular verbs. Consequently, students find this subject difficult because learning is tedious and complex, as well as intellectual requirements, in this case, is very low. Thus, many students do not consider that the experience of learning a foreign language is "inherently useful" and can stimulate intellectual growth. Each student should be interested in learning, but this is hindered by a number of reasons and on the part of the teacher. For example, the desire of teachers to train students a large amount of material in a short time. This forces teachers to act quickly and not be guided by the concept of "learning for understanding", and also

prevents students from more deeply applying new ideas, information, and procedures - the means by which they are assimilated (Blyth and Perkins, 1997).

Also, although students are “new” to the discipline, students are expected to solve problems independently (Hatano and Oura, 2003); lack of support for the academic and socio-emotional development of young people. Maintaining relationships between youth and adults in schools is vital for students' learning (Schultz and Cook-Sather, 2001 cited in Yonezawa et al., 2009). The atmosphere in the classroom depends on the teachers; they must create a positive and trusting relationship both between teacher and student and among students. Creating favorable conditions, organizing interaction between children, creating a friendly atmosphere, reducing the level of anxiety, providing an opportunity for participants to get to know everyone in the eyes of others will help students feel caring from the teacher.

Solutions that help resolve identified issues

Educators often have to find ways to help students experience engagement and amplify that experience to develop interests. According to Dewey (1913), cited in Nischal A. (January 27), “anything indifferent or repulsive becomes interesting when viewed as a means to an end already attracting attention”. That is, the recognition that knowing another language provides advantages in achieving personal or career goals, for instance, the ability to communicate with foreigners and the opportunity to learn about other countries and other cultures, reading in the original language. Learning works best when young people can focus intensely on several things at the same time; when they see a clear goal in learning activities; and when they play an active role, they jointly construct, interpret, apply, understand, and form connections (Halpern, Heckman, and Larson, 2013). Teachers can use their students' curiosity to spark interest in their subjects by using modern language resources during training, such as modern books, films, if possible, contact native

speakers via email or video calls. In addition, teachers should allow students to develop critical thinking. For instance, constantly create and rekindle cognitive conflicts because problems generate curiosity.

Consequently, the motivation of students during the class depends entirely on the teacher. Contemporary teachers should reconsider their teaching methods. The transition from teacher-centered to student-centered approach will significantly improve the situation in the classroom and give students the opportunity to express themselves, get to know themselves better, their strengths, and overcome their insecurities. In the course of such a lesson, students will not only acquire new skills and qualities but also rebuild the existing ones, to be ready and accustomed to the new conditions of modern life.

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