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MOTIVATION FOR LEARNING FOREIGN LANGUAGES THROUGH CAREER PERSPECTIVES

Nowadays, globalization and digital transformation have made foreign language proficiency a vital professional skill. Students increasingly view language study not only as a cultural enrichment but also as a strategic investment in future employability. According to *Eurydice* (2023), English, French, German, Spanish, and Russian account for 95% of the languages taught in European schools [3]. Recognizing these trends allows educators to design motivational learning environments that connect linguistic competence with real-world success.

Across Europe, English prevails as the dominant second language, studied by over 90% of senior secondary students. More than 60% of EU-funded academic programs are conducted in English, emphasizing its global role [2]. Other widely taught languages (French, German, Spanish, and Russian) represent additional paths for intercultural exchange and professional mobility.

When students are presented with these statistics, they perceive language learning as participation in a broader international community. Comparative data encourage them to view multilingualism as a competitive advantage, reinforcing instrumental motivation as the drive to learn for concrete career benefits.

The *INRA* study *Europeans and Languages* (2018) revealed that different population groups link language learning to distinct goals:

- professionals and entrepreneurs pursue languages for business and travel;
- students value them for study abroad and access to information;
- unemployed youth and homemakers associate them with leisure and communication [4].

These findings demonstrate that goal orientation shapes motivation. For university students, understanding that employers worldwide prioritize

English and other languages increases both extrinsic (career-oriented) and intrinsic (self-development) motivation. Teachers can use such data to illustrate that language learning directly connects to self-realization and global belonging.

Labour market evidence provides a powerful motivational tool. On *Work.ua*, over 1400 vacancies in Ukraine require English proficiency, particularly in IT, education, and commerce [5]. Awareness of this demand transforms language learning from an abstract academic task into a concrete career necessity.

Integrating authentic data into classroom discussions, such as statistics on salary levels and employment rates of multilingual professionals, helps students visualize the long-term benefits of sustained effort. This approach strengthens self-efficacy, or belief in one's ability to succeed through learning.

Educators can enhance motivation by:

- presenting real-world data on language use in international business and education;
- inviting professionals who apply foreign languages in their careers;
- encouraging autonomous learning through digital platforms and intercultural projects;
- connecting learning outcomes with students' personal career goals [1].

When students see language competence as instrumental for employment, travel, and self-expression, they engage more actively and persist through challenges.

Knowledge of foreign languages is both a professional requirement and a motivational resource. Awareness of labour market trends and international statistics helps students understand the value of their efforts. English remains the leading global language, yet multilingualism as a broader competence fosters adaptability and lifelong learning. By grounding motivation in realistic career perspectives, educators empower students to pursue language learning purposefully and consistently.

References

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