

PEDAGOGICAL CONDITIONS OF MOTIVATION DEVELOPMENT OF FOREIGN LANGUAGE TRAINING OF FUTURE ENGINEER-TEACHERS

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This article analyses the terms «motive», «internal and external motivation». The psychological-pedagogical conditions of motivation development concerning foreign language studying among students of engineering-pedagogical specialties are concerned and the different approaches of positive motivation formation, preservation and development of students concerning the subject of «foreign language» are suggested, and the peculiarities of foreign language teaching of engineering-pedagogical specialties students, having negative effect on the educational process efficiency are defined.

Keywords: professional activity, engineer-teacher, foreign language, motive, motivation, psychological-pedagogical conditions, specialty.

The statement of the problem. Lately the modern Ukrainian society becomes more open for the outside world, and as a result there is an intensive development of professional interaction and exchange. The engineers-teachers interact with the representatives of the foreign companies intensively and effectively. Nowadays the sufficient level of foreign language proficiency has significant influence on their successful vocational activity and potential career development. At the present day the modern engineer-teacher should be able to seek the information not only in native, but also in foreign literature, to explain the obtained information logically, to apply the different kinds of reading (reading for details, exploratory, revision), to keep the conversation at sufficiently high level, that includes to communicate in foreign language without translator and to have practical active and vocational vocabulary. Based on the above, it's considered that engineers-teachers should have proficiency in a foreign language to solve their professional problems quickly and effectively.

The changes in modern Ukrainian society require the concrete changes in educational system. The graduates of technical higher educational establishment will be able to become a highly qualified specialist only if they have sufficient communicative skills, the ability to make their own decisions, to think creatively and extraordinary, to cope with a quickly changing environment and to have the high level of their general development. The changes, taking place in the area of engineer-pedagogical education, focus on the creative activity, individual approach to each student, that includes activity, initiative and self-government forming. A large part of future engineer-teachers consider, that their future vocational activity is defined by the skills of communication with foreign representatives in a foreign language. Therefore they suppose, that the minimum level of professional foreign-language communication, got in higher educational establishment, isn't sufficient for them.

It should be noted that the problem of motives forming of future engineers-teachers academic activity in the training process of foreign language is not enough studied, in spite of its importance. This problem is considered abstractly, without

taking into account the features of foreign language training in engineer – pedagogical higher educational establishment. Some authors E.I. Passov, L.A. Kandybovich, I.L. Bim, G.A. Kitaygorodskaya, D.V. Elkonin, I.A. Zimnyaya, etc, consider this problem only in relation to its general and key spheres of the personality forming. As practice shows, the students are faced with difficulties in consequence of insufficient formed motives of foreign language training in engineer-pedagogical higher educational establishment. Therefore, one must admit that well-directed organization of academic and cognitive activity which will be able to have an effect on motivation development of foreign language training of future engineer-teachers should be studied in details.

The purpose of the article. This article attempts to consider the pedagogical conditions of motivation forming of foreign language training of future engineer-teachers.

The statement of the main material. The motivation plays a central role in the training process of foreign language of future engineer – teachers therefore, the teacher should apply the methods and ways of its forming in the engineer-pedagogical higher educational establishment. First of all, motivation is the creation of conditions for intrinsic motives demonstration to learn a foreign language, the students' understanding of these motives and the following self-development of motivational and valuable field, so one cannot simplify the motivation understanding.

The first thing that needs to be analyzed is the terms «motive» and «motivation». The motives are activators of activity. The living conditions of person influence on motives forming and they define the direction of his activity. The modern psychology uses the term «motive» for determination of some phenomena and outness, causing the subject's activity. The requirements and interests, wants and feelings, affirmations and ideals can act as a motive. According to the works of V.G. Aseeva, L.I. Bozhovich, V.K. Vilyunas, O.S. Grebenyuk, E.P. Ilyina, V.I. Kovalyova, A.K. Markova might conclude that many educators and psychologists interpret «motive» as the mental phenomenon, motivation. This concept is applied for designation

of situational formations, provoking the concrete activity or specific actions, and stable psychological formations, motivating the selection of the purposes, means and methods of actions, forming the activity meaning and the first principles of the subject's behavior. As can be seen from the above, «motive» is a psychological formation, initiating and serving as the basis for intentional acts and actions. The modern psychology considers motivation as a structure of instigators with multiple levels, covering the interests, motives, hobbies, ideals, wants, alignments, feelings, norms, values. It enables to establish the single structure of personal student's motivation, and besides the dominant motives of his activity and the ways of their forming and improvement.

Unfortunately, the intrinsic motives to foreign language learning of future engineer-teachers are formed insufficiently for certain reasons: students focus more on profile disciplines; insufficient number of periods devoted to foreign language; skeptical mind of students (especially the first-year students) in relation to the probability of foreign language using in future professional activity, etc.

The educators allocate two kinds of motivation concerning a foreign language learning – intrinsic and extrinsic motives. It's desirable to develop and promote the both kinds of motivation. If the motives, stimulating the activity don't relate to it directly, they are called extrinsic motives regarding this activity. If the motives relate to this activity, they are called the intrinsic motives. The extrinsic motives are divided into socialized (broad social) and personalized: the motives of estimation, success (when the students carry out the tasks for the sake of marks, praise), self-affirmation, prosperity (when the activity is carried out under pressure of relatives, teachers, to avoid getting into trouble). One of the driving forces of knowledge process is the intrinsic motivation, based on academic activity directly. The intrinsic motivation is considered as the impelling force of self-activity. In other words it stimulates and motivates this kind of activity. The intrinsic motivation forming is the necessary condition of success activity in any area. Concerning foreign language learning, the scientists allocate two kinds of motivation – instrumental motivation and integrative motivation (R. Gardner, V. Lambert). The instrumental motivation is the reflection of external need. The goal of foreign language learning isn't students' own desires, but it is the necessity from the outside. These kinds of motivation contribute to forming of developed language personality, having cognitive mentality, possessing cultural norms and markings, and are considered as aspects of general motivation of foreign language learning.

When analyzing the problem of motivation of future engineer-teachers learning of foreign language as a whole, the educators consider the following interacting elements: a student, how he gets the knowledge, skills and abilities of foreign language, which motives stimulate his activity; a teacher and how he teaches, which methodical principles he follows, which methods, approaches, means and training forms he uses in the training process; subject «a foreign language» namely: language and speech units, which have to be fixated in the students' memory.

It is possible to propose the following conditions, closely related, for motivation forming of foreign language training of engineer-pedagogical specialties students, namely:

1. The conditions, which will have a significant impact on intrinsic motivation development of future engineer-teacher (professional interest and understanding of the practical and theoretical importance of the obtained knowledge of foreign language for their future professional activity; special characteristics of the professional knowledge and skills; the training of foreign language teacher; the psychological validity of foreign language lessons, etc.);

2. The conditions, which will have the impact on extrinsic motivation development of future engineer-teacher (the situation of successfulness forming, the environment of competitiveness and the adaptation of communicative methods of activity at lessons).

Some external conditions can cause extrinsic motivation: it's necessary to pass examination, potential voyage abroad, the wants to study or work in the foreign state, probable communication with foreigners. This motivation is concerned as a personal motivation, because in this case the students learn a foreign language purposefully, have personal interest to achieve the concrete academic progress. This kind of motivation is characterized by stable interest concerning foreign language, clear comprehension of its importance, but also by the subjective purposes in the training process. If a student hasn't personal motivation to foreign language training, the teacher won't be able to prompt students to language learning. As mentioned earlier, for extrinsic motivation forming, the teacher should create the situation of successfulness for students. For example, he should provide evidence of foreign language necessity for successful career. As a rule, the extrinsic motivation is a distant motivation; however it has quite intensive effect on the training process. It is necessary to apply methodical means of visual presentation, demonstrated foreign language significance for engineer-pedagogical specialties in order to increase the broad social motivation influencing.

The students of engineer -pedagogical specialties have rather different levels of foreign language knowledge and it's one of the main features of foreign language training. These differences in students' language training complicate the training process very much, because during the course of too difficult or too simple tasks, the students usually lose motivation. Another characteristic of foreign language training in engineer-pedagogical higher educational establishment is the substantial number of trainees in academic groups. The increased number of students in the group can have different effect on concrete abilities training. Such features of foreign language training of future engineer-teachers have negative effect on effectiveness of learning process.

The forming, preservation and making of students' motivation to concrete subject is of great interest both in the methods of foreign language training and in psychology. The methodologists suggest some approaches to solve this difficult and multifaceted problem, namely:

1) to develop specific system of exercises, doing which the students would see concrete results of their work (a condition for formation of intrinsic motivation);

2) to use the emotional sphere in the training process (a condition for intrinsic motivation);

3) compulsory presence of incentives and reinforcements (a condition for development of extrinsic motivation);

4) to use the authentic materials in the training process (i.e the foreign-language atmosphere organizing is a condition of intrinsic motivation forming);

5) to apply the personal individualization (a condition for both extrinsic and intrinsic motivation development);

6) to cooperate with foreign experts (native speakers);

7) to apply the advanced multimedia technologies.

The teacher should form sustainable interest in foreign language learning of future engineer-teachers. The abilities of independence, responsibility and initiative of students cannot be formed, if the teacher makes lower requirements to students for some reasons. In the process of foreign language training, the teacher has to gear his efforts to intrinsic motivation forming of students, which has the biggest impelling force. The students' attitude towards foreign language is defined by intrinsic motivation, and it provides the development of this process. When the activity encourages the student to work, when he enjoys speaking, reading, listening, when he likes to get new knowledge, in this case it can be noted that the student is interested in foreign language learning, and there are some conditions for concrete results achievements.

In the context of motivation development of foreign language learning, the teacher should know not only student's personality very well, but also try to disclose his professional expectations and projects of life concerning his future profes-

sion. He should give rather convincing arguments for necessity of foreign language skills for this profession. The teacher can use rather popular methods of pedagogical influence: a) a method of direct influence – the direct addressing to the student in order to explain, ask or demand, b) a method of synchronous influence – to impact on the student by means of community c) a method of indirect impact – the influence through books, role-playing games, etc. Correct interpretation and practical application of these methods will be able to help the teacher to disclose the necessity of foreign language practical application for future vocational activity, to bring up the meaningful attitude to career choice.

Conclusion. So to form positive motivation to foreign language learning of future engineer-teachers the following pedagogical conditions are necessary:

1. The conditions, having influence on intrinsic motivation development that includes the vocational interest and therefore clear understanding of practical and theoretical importance of knowledge, obtained for future vocational activity namely: to apply the components, simulating future vocational activity in the training process, to select informative and interesting texts / articles; to consider characteristic aspects of vocational activity, to develop skills of experimental work by means of individualization of training process; the teacher (namely: his personal features, instructional technology, sufficient awareness in future specialty of students, sociability, sincerity, etc. He should understand the goals, set by students in the training process of a foreign language); emotional meaningfulness of the lessons which can promote the best mastering of knowledge and is carried out by means of active training methods); 2. The conditions, influencing on extrinsic motivation development: to organize the situations of success, to understand and accept the failures and their reasons, competition and communicative direction of lessons.

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ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ МОТИВАЦІЇ В ПРОЦЕСІ ВИКЛАДАННЯ ІНОЗЕМНОЇ МОВИ МАЙБУТНІМ ІНЖЕНЕРАМ-ПЕДАГОГАМ

Анотація

У даній статті проаналізовані терміни «мотив», «внутрішня і зовнішня мотивація». Були виділені психолого-педагогічні умови формування мотивації до вивчення іноземної мови у студентів інженерно-педагогічних спеціальностей та різні підходи формування, збереження і становлення позитивної мотивації у студентів до предмету «іноземна мова», запропоновані і визначені особливості навчання іноземної мови студентів інженерно-педагогічних спеціальностей, які можуть мати негативний ефект на результативність навчального процесу.

Ключові слова: професійна діяльність, інженер-педагог, іноземна мова, мотив, мотивація, психолого-педагогічні умови, спеціальність.

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ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ ФОРМИРОВАНИЯ МОТИВАЦИИ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ БУДУЩИХ ИНЖЕНЕРОВ-ПЕДАГОГОВ

Аннотация

В данной статье проанализированы термины «мотив», «внутренняя и внешняя мотивация». Были выделены психолого-педагогические условия формирования мотивации к изучению иностранного языка у студентов инженерно-педагогических специальностей и разные подходы формирования, сохранения и становления позитивной мотивации у студентов к предмету «иностранный язык», предложены и определены особенности обучения иностранному языку студентов инженерно-педагогических специальностей, которые могут иметь негативный эффект на результативность учебного процесса.

Ключевые слова: профессиональная деятельность, инженер-педагог, иностранный язык, мотив, мотивация, психолого-педагогические условия, специальность.