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**IMPROVING STUDENTS' MOTIVATION
TO LEARN A FOREIGN LANGUAGE
IN NON-LANGUAGE HIGHER EDUCATION INSTITUTES:
THE EDUCATIONAL SETTINGS**

**[Ожгибесова Н.Ю., Бабич О.А., Сизова Л.В. Повышение мотивации
к изучению иностранного языка у студентов неязыковых вузов:
педагогические условия]**

The article deals with the problem of motivating the students of higher education institutions to learn a foreign language. It is provided 3 educational settings in detail and offered recommendations about their relative utility. It has been selected techniques that are expected to be relatively easy to use and hence could be adopted by many students. The educational settings include: 1) using educational (problem, heuristic) situations where the students are required to display their personal qualities and the attitude is allowed to change from passive to reflexively active in course of learning a foreign language; 2) consideration of stimulating factors of students' cognitive work; 3) implementing the techniques of emotional-stimulating and reflexive-pictographic nature. The results of the study showed that the implementation of these educational settings improve student's interest to learn a foreign language.

Key words: motivation, educational settings, educational problem situations, cognitive work, emotional-stimulating techniques, reflexive-pictographic techniques.

The problem of motivation to learn a foreign language particularly acutely turns up. This problem is challenging in the socialization process of a future expert. In Russian psychology, the detailed discussion of motivation in learning will be found in works of L.I. Bozhovich, V.V. Vodzinskaya, V.I. Kovalev, E.S. Kuzmin, A.N. Leontyev, V.S. Merlin, S.L. Rubinstein, D.N. Uznadze, P.M. Jacobson, D.B. Elkonin and others, where the nature of personality's actions is analyzed and such notions as "motive", "motivation", "motivational sphere" as well as their essential aspects. In foreign countries the motivation matters have been considered by J. Atkinson, W. Wundt, A. Maslow, K.B. Madsen, H. Murray, H. Heckhausen, and other psychologists.

The works of such Russian scientists as V.S. Bezrukova, A.S. Belkin, E.F. Zeer, L.P. Kachalova, V.D. Semenov, G.M. Solomina, N.F. Talyzina occupy a prominent place in researching the motivation of the students specialized in different fields. Based on research of students' goals, the questions of diversity in motivation forms, technology of organizing the active cognitive work of future experts are raised. Motivating the students of non-language higher education institutes to learn a foreign language, the teacher creates the necessary educational settings for the process efficiency. So it is possible to suggest a set of educational settings representing a set of external and internal circumstances of the educational process, on the implementation of which the motivation to learn a foreign language depends.

To identify a set of educational settings promoting the students' motivation to learn a foreign language, the following ways are specified:

- identification of the social service contracting;
- analysis of the pedagogical process features in higher education institutes;
- identification of the specific character of motivating the students of higher education institutes to learn a foreign language;
- using the potentials of the system, personal, activity, competency building, and culturological approaches;
- analysis of the pilot testing results.

The problem analysis of motivating the students of higher education institutions to learn a foreign language makes it possible to identify the following set of educational settings:

- using educational (problem, heuristic) situations where the students are required to display their personal qualities and the attitude is allowed to change from passive to reflexively active in course of learning a foreign language.
- consideration of stimulating factors of students' cognitive work;
- implementing the techniques of emotional-stimulating and reflexive-pictographic nature.

Let us give a comment on the educational settings mentioned above.

The first educational setting is using educational problem situations where the students are required to display their personal qualities and the attitude is allowed to change from passive to reflexively active in course of learning a foreign language. A student objectively recognizes a problem situation as a situation of difficulty. The psychological basis of the problem situation recognition is a

peculiar contradiction between the earlier gained knowledge and the one has to gain. This condition appears in two roles: they compose the initial point and a thinking requirement but when learning, they cause a peculiar psychological difficulty for thinking. It is reasonable that the teacher's preparatory work focused on providing such a level of students' knowledge, without which a problem can't be solved, is a preliminary to causing a problem situation. The primary target in this direction is to create such a situation, which must inevitably initiate the drive to cognitive activity, independent work on deepening and broadening knowledge.

Pedagogy knows many techniques for creating a problem situation, e.g. analysis of the factors contradicting the notion, search for the solution by key concepts, solution of the problem on recognition, developing, and etc. The so-called "heuristic technique" promotes a cognitive search. This technique lets discover specific methods of solution on finding the information and clue. In other words, the connections between search operations are observed in heuristic operations of different kinds. So, the experience in research and search activities is reflected, i.e. those techniques which help to formulate a positive idea of solution, discover a specific informative method of solution that seems to form the basis of the heuristic method of motivation to learn a foreign language. Creating educational situations (problem, discovery ones) represents overcoming contradictions on the ground of uncovering diversified links. This is the way turning a student audience to a "scientific laboratory", where a problem is solved by a team. Along with heuristic elements, this laboratory becomes a creative one.

This approach creates the possibilities for development of intellectual work and independence. Along with the methods of emotional and intellectual stimulation of the cognitive work as well as reflexive and pictographic techniques, in teaching problem-search and heuristic situations stimulate intellectual, emotional, and conative aspects of a personality, i.e. namely the processes the composition of which is a psychological basis of the motivation to learn a foreign language. In teaching a research approach as well as problems and creative works activating emotional conative and intellectual psychic processes promoting students' creativity serve as an incentive of the motivation to learn a foreign language. Therefore, the contradictions between old knowledge and new requirements, intellectual difficulties, the atmosphere of waiting, and etc. activating the cognitive work stimulate the students of non-language higher education institutions to learn a

foreign language. Stimulating the students to move from passive acquisition of knowledge to active search, reflexive positioning is the main point in implementing this pedagogical term. It lets the students show their individual capabilities and determine the further ways and means of ego development.

The second educational setting is consideration of stimulating factors of students' cognitive work while forming the motivation to learn a foreign language.

It is really essential to identify the stimulating factors as educational settings on which forming conation of cognitive work depends. The first kind of stimulating factors are those, which source is the content of the educational material, the second ones are those that appear in the teaching situation, and the third kind of learning stimulation is based on the communication factor. As for the first group of stimuli, the important stimulating factor of learning is novelty of the content of the educational material (supplying new unknown factors above-curriculum). However, it is not the only requirement to this kind of stimuli. The conation to the cognitive activity can be supported by updating knowledge already acquired as well, since a new aspect of the known enables to see new facets and turns of established and habitual knowledge. The important stimulus of cognitive motives is a practical emphasis on the future career as well as historical and culturological ones. Therefore, the content of educational material contains enough factors stimulating the cognitive activity.

Another source of the motivation in foreign language learning is the cognitive activity itself, its organization in variety of activating teaching forms and methods. The factor of communication has a significant stimulating effect on motivation-making of foreign language learning. The relations in the teaching situation appear in the emotional tone dependent on teacher's communication style based on the specified teacher requirements. Namely, the teacher must know special aspects of constructing communication in class. We allow for that in some components such as an emotional disposition to satisfaction with the lesson, common anxiety for activity, arguments and disputes, a going ahead lesson, and etc. The above stimuli of the cognitive activity disclose their commonness being important for all courses learned. It allows observing an overall picture of the cognitive activity stimulation and motivation in studies. The most important thing is that these stimuli promote a development and motivation to learn a foreign language.

The third educational setting is implementing the techniques of emotional-stimulating and reflexive-pictographic nature.

The education orientation to motivating the students of non-language higher education institutions to learn a foreign language includes the flexible use of such methods and means that cause the improvement of brain activity and emotional-volitional strength of the students, support the continuous creative activity, continuous process of cognition, and updating purposes. Herewith, it is necessary to take into account that internal motivation can be diverse, from the search for truth to a simple interest in the form of lessons. Therefore, when using the methods of emotional and intellectual stimulation of cognitive activity, the main emphasis is to put in motion the idea, guess, intuition, and the set of skills which is able to transform into cognitive motives. Using the methods of emotional and intellectual stimulation of the cognitive activity and reflexive-pictographic techniques must provide an intrinsic interest in more thorough and profound, genuine efficient knowledge, as the result of which something new appears in the content of knowledge, ways of approach to acquiring of it.

The reflexive-pictographic techniques and methods of emotional-intellectual stimulation of the cognitive activity are a source of motivation to learn a foreign language. They encourage the development of independence in the process of cognition, consolidation of student's personal position in the learning process, and the development of his/her will, thought and imagination inducing their special independent decision of a cognitive task, developing creative powers that allow the students to be challenged with needs for an independent cognitive process.

When selecting the methods of emotional-intellectual stimulation of the cognitive activity and reflexive-pictographic techniques, it is particularly important to consider the goals and objectives of the personality development focusing on training the personality for the cognitive, mental, emotional, and intellectual activity, as well as their own self-actualization; the emotional medium determines the emotional education, views, formation of personality orientation. The cognitive activity is associated with the intellectual sphere. The importance of self-actualization in the activity is so great that it depends on the purpose of forming and development of skills and capabilities, needs for the sphere of self-improvement.

In forming the motivation to learn a foreign language it is necessary to consider that the students act as subjects of the pedagogical process. They should

know on equal terms with the teachers the capacities of various methods of emotional-intellectual stimulation of the cognitive activity, reflexive-pictographic techniques, use of arranging them in the schemes of work and lesson planning. The efficiency of forming the motivation to learn a foreign language depends significantly on an adequate selection by the teacher and use of the above-noted techniques. The analysis of scientific sources allowed us to study out the functions of emotional-intellectual stimulation and reflexive-pictographic techniques, the essence of which is reduced to the following:

- The reflexive function: students' awareness of their knowledge and skills, their experience, peculiarities of the independent cognitive activity leading to self-improvement;
- The cognitive function promotes the students' cognition of peculiarities of intellectual-cognitive, creative, independent activities, as when using them (the methods) the student acts as a builder of his knowledge in various educational situations of problem-search, creative, heuristic nature;
- The emotive function involves the effect on the student's emotional sphere, as in the learning process and forming the motivation to learn a foreign language on the basis of the techniques of emotional-stimulating nature and reflexive-pictographic techniques creates the atmosphere of novelty, surprise, ingenious solution of the problem;
- The motivating function: the use of methods of emotional-stimulating nature and reflexive-pictographic techniques promotes a personal identity, sense of purposes, conditions, difficulties in solving the problem or task set up.

The main purpose of this study was to assess the role of motivation in course of learning a foreign language. The survey was intended to assess the level of student's motivation. The analysis from the empirical findings showed that the educational settings had a significant influence on student engagement in the classroom, their cognitive work, and motivation to learn a foreign language.

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