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Motivation for studying the foreign language at the university

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Abstract

In the current conditions professional educational programs should contribute to the successful competition of young specialists in the labor market. Professional formation of the personality is not possible without the formation of motivation. This article deals with the motivation for studying the foreign language at the university as optimizing tool in students' training. Motivation of studying the students is a complex and multi-layered process. Professional formation of personality is not possible without the formation of motivation. Thus, this article analyzes the need for studying, the meaning of studying, the purpose, the attitude and interest. The most important prerequisite for the formation of broad social motives of activity is understanding of its meaning, awareness of the importance of the studied processes for its own activities. The structure of motivation includes all the well-known composition defined by most scientists of internal and external motives for studying subjects: cognitive, professional, pragmatic, broad social, prestige, etc. The problem of research consists of contradiction of the concepts "motive", "motivation", "motivational sphere", as well as between their importance of formation of students' motivation in their essential characteristics of development. The data obtained allow making the conclusion that studying the motivation is an important component in optimizing the training of students.

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Keywords

Motivation, inner motivation, external motivation, motive, structure of motivation, professional education, master.

Introduction

Professional formation of the master's personality is not possible without the formation of motivation. It is due to the peculiarities of modern educational process carrying out on the background of active innovations in the social and economic spheres of our society, and highlighting the problem of training the competent and competitive professionals, highly motivated, able to take personal responsibility both for their own welfare and for the welfare of fatherland [Aysner, 2015, 2212]. However, as shown by research and practice in higher schools is officially paid not much attention to education of motivations needed to successful educational activity and improving the quality of training of future specialists.

In the current conditions professional educational programs should contribute to the successful competition of young specialists in the labor market, which makes it advisable to study the problems of development of additional education in higher schools. This is a declaration, which supposes reforming the structure of the higher education with an orientation on the European level. This need is due to a number of objective reasons by the actual process of European integration; the need for education of the students' involvement in the social and cultural partnership. The task of universities is ensuring the adaptation of higher education to the changed and changing conditions on the basis of scientific research.

The present tendency of increasing requirements for the quality of training the specialists is due to a number of other reasons: increases the influence of the scientific progress; modern technologies are created and implemented in production and social sphere (including information that requires additional knowledge from specialists); there are new related areas in education, which lead to the need of training specialists and ability to solve complex problems.

When Russia has been integrated into the European zone, the problem of the English language has become very actual. Particularly it has acquired it in engineering education.

The dynamics of the profession requires the training of specialists to ensure the possibility for their further self-development, their successful adaptation to the professional formation. It is closely connected with the proper professional motivation of students and development of international contacts of Russian companies.

The development of internal reserves of students' success is largely determined by the level of their language training. In the course of training in higher school it is important to form pedagogical conditions and means that have the determining foreign language communicative competence because of the large influence on the formation of motivational sphere of students, demand by employers [Agapova, 2011, 58].

The problem of formation of students' educational motivation was considered in psychological researches of L.I. Bozhovich, actualization of studying motivation by means of additional studying of I.A. Zimnyaya, V.I. Kovalev, E.S. Kuzmina, A.M. Leontiev, A.K. Markova and others.

Thus, the problem of research consists of contradiction of the concept "motive", "motivation", "motivational sphere", as well as between their importance of formation of students' motivation in their essential characteristics of development.

Integration processes in the psychology and pedagogy prove that the motivation is not only a psychological category; it has gone beyond the psychology and become an integral part of the pedagogical process. Pedagogical aspects of motives' research of their studying are considered by our scientists (B.I. Adaskin, M.F. Belyaeva, E.D. Varnakova, A.M. Vasilevskaya, O.S. Grebenyuk, V.S. Ilin, V.G. Leontiev, G.I. Schukina) and foreign researchers (V. Wundt, J. Nyutten, J. Piaget, P. Fraisse, H. Hekhausen). Total motivational sphere of students is considered in the study of Russian scientists (B.A. Zverev, E.N. Ilyin, L.A. Kandybovich, V.I. Kovalev, I.S. Kon, A.V. Krylenko, V.T. Lisowskiy, A.V. Mudrik, A.P. Skrypnikov) and regional scientists (M.I. Bordukov, A.M. Gendin, V.A. Pinaev, A.S. Rybakov, M.I. Sergeev, A.N. Falaleev). To the motivation of teaching and professional students' activity of engineering higher school and its specific are devoted works of L.D. Akimova, N.A. Abaimova, B.A. Belkevich, A.A. Bulgakov, V.V. Blucher, A.A. Bytev, V.A. Vadyushin, Z.G. Jacque, N.I. Ivanov, A.T. Malenko, B.P. Palchevskiy, A.I. Pastukhov, V.T. Petrikov, A.K. Radchenko, B.A. Sokolov.

In their writings, the scientists have connected the motivation of the teaching with cognitive interest and believe that it is an important factor oriented on strengthening foundation of cognitive effectiveness of the educational process at the university.

Foreign language as a subject, having its own characteristics, is considered by such Russian scientists as: I.P. Bim, D.V. Bulatova, Yu.V. Eremina, G.A. Kitaygorodskaya, G.G. Korsakova, R.P. Milrud, M.B. Musohranova, L.V. Sherba. As mentioned above, in conditions of active development of international contacts of Russian companies the value of graduates in the labor market is largely determined by the level of their language training. In the course of studying at university it is important to form a foreign language communicative competence of large relevance among employers.

The variety of terms

In modern psychology, the term "motive" is used to refer to a variety of phenomena and conditions that cause the activity of the subject. In the role of a motive can be the needs and interests, inclinations and emotions, goals and ideals. From a pedagogical point of view, the interpretation of the motive as the primary cause, motive power, and the initial "impulse" of the behavior is quite limited. Motivation is not limited by the function of the motives of a person. According to L.I. Bozhovich [Bozhovich, 1995] the motive is something for which can appear all subjects outside the

world, views, ideas, feelings and experiences. This understanding of the motive takes many contradictions in its interpretation, where the energetic, dynamic and substantial sides are combined.

The term "motivation" is considered by different scientists from different positions:

- 1) As a result of those influences that a person receives from the family and the wider social environment (P. Jacobson);
- 2) How constantly changing, contradictory structure consisting of different motives (A.K. Markov);
- 3) How the combination of factors, mechanisms and processes that direct human behavior needs (V.K. Vilyunas);
- 4) How motivation to action by specific motive (H. Hekhausen);
- 5) How physiological mechanism of activation of external objects in memory which contribute to the satisfaction of human needs (P.V. Simonov);
- 6) How the system of motives, their complex hierarchy (M.V. Matyukhina);
- 7) How non-mechanical connection of the goal and motive, the product of reflected processes, initiated by needs, desires, aspirations (V.G. Leontiev);
- 8) How is created and the socium of individual subject (V.E. Milman);
- 9) How totality, the system of psychological heterogeneous factors that determine a person's behavior to meet the needs (I.A. Zimnyaya).

In our research we solve the problem of actualization of motivation of teaching the masters. Educational motivation in the works of L.I. Bozovic, I.A. Zimnyaya, A.K. Markova is considered as a special kind of motivation. It is determined by a number of factors, the most educational system, the educational institution where the training activity is carried out; organization of the educational process; subjective characteristics of the student; subjective features of the teacher and the system of his attitude to the student, to the point; the specificity of the subject.

In motivation of studying are highlighted: the need for studying, the meaning of studying, the purpose, the attitude and interest. In the domestic and professional communication the term "interest" is often used as a synonym of educational motivation. In general psychological determination the interest is considered as an emotional experience of cognitive need, which is satisfying. In this sense, the cognitive interest is the most important motive of studying which is the positive attitude to knowledge and motivation to study with pleasure.

Thus, the motive is considered as an inner impulse to activity and all what need reflects. Understanding of the essence of such categories is the basis of the process of formation of students' motivation.

Motivation of educational activity of students is dynamic education. According to M.F. Belyaev [Belyaev, 1957] it is formed under the influence not only of various external factors, but also internal factors that stimulate or slow down the process of its formation: the attitude to the chosen profession, acting as the goal of learning; the attitude to various aspects of the educational process; the attitude to academic disciplines, emerging from the assessment of their importance for the

future activity; subjective assessment of the difficulty of mastering certain academic disciplines; relations in the system "university teacher – student", oriented on the preservation and development of the most essential elements of empathic culture.

Pedagogical studies in recent decades, both in our country and abroad are questioning the traditional approach to the organization of educational process at university. It was found that the motivational orientation of a master is formed not only on the principles of development of an individual, but also on the principles of socio-cultural and economic development. In the concept of modernization of Russian education as the main factor of renovation of professional higher education are the questions of development of economy and social sphere, science, engineering, technology. It is necessary to establish a system of continuous control and monitoring of the current and perspective labor market needs for personnel of different qualifications including international trends that require knowledge of a foreign language.

The most important prerequisite for the formation of broad social motives of activity is understanding of its meaning, awareness of the importance of the studied processes for its own activities. In our study, this is a prerequisite for understanding the importance of foreign languages in the market conditions of human life. Among the necessary conditions for the development of motivation are: the awakening of interest in learning, the opportunity to express the intellectual independence and initiative; sufficient difficulty and novelty of the studying material; the variety of educational material; emotional coloration; the living word of the teacher.

The content of the educational material and the process of cognitive activity are the main factors in the formation of motivation of students. Formation of a high level of cognitive motivation of masters depends largely on the success of the process of students' adaptation to the university. Adaptation of students is a factor of motivation for learning, a prerequisite and a necessary condition for the effectiveness of training activities. Managing the process of adaptation is a prerequisite for motivation of masters' teaching.

A.M. Mitina indicates a typical error of university teachers, that they in their teaching activity "rely inappropriately on the fact that the masters came to study on their own and therefore are enough motivated and interested in the studied subject" [Mitina, 2004, 59]. The motive is not self-generating phenomenon, it is the result of the activities related to the subject of activity. The task of the teacher is to understand the motivation of students. In order to understand the motivation and predict its dynamics, it is important to know about its condition, based on the results of reliable diagnostic tools.

T.D. Dubovitskaya notes that "it is a nature of the needs and motives underlying the activity, determines the direction and content of activity of the person" [Dubovitskaya, 2005, 13].

Requirements constitute a substantial part of the motives of activity. The motive of studying is an active category. Only an active, independent person can study. Motivation of studying is expressed in the adoption of the students' aims, objectives of learning activities meaningful both personally and necessary.

Incentive structure

Training activities in educational psychology is seen as a specific kind of teaching specifically organized with the purpose of self-improvement and self-development of the subject, his mastering of the system knowledge, working off generalized modes of action and their use in different situations, so learning motivation is defined by us as a special kind of motivation included in the activity of teaching [Ovchinnikov, 2008].

The term "the structure of motivation" in the national psychology is used when talking about domination, hierarchy of motives, choosing of the main groups, sub-groups and the links between them.

Motivational structure of masters at the university consists of motives for learning and motivation to succeed [Ketko, 2005]. The structure of motivation includes all the well-known composition defined by most scientists (A.K. Markova, V.I. Chirkov) of internal and external motives for teaching subjects: cognitive, professional, pragmatic, broad social, prestige, etc.

Conclusion

Thus we can draw the following conclusions.

1. The motivation of teaching the students in the learning process at the university is a temporary development of dynamics (past, present, future), in which there is a regular change of learning activities.

2. Motivation of educational activity is a part of the motivation, by analogy, as the training activities included in the teaching activity.

3. Inner motivation of students at university is made up by inner motives of entering the university, broad cognitive motives and relevant professional reasons.

4. External motivation of students at university is made up by external motives of entering the university, narrow educational and cognitive motives, irrelevant and professional motives.

Motivation of studying the students is a complex and multi-layered process. Studying the motivation is an important component in optimizing the training of students. Reserves for motivating the students to learning are quite extensive and require thoughtful organizational and intensive managing efforts of the teaching staff for the competent effect on strengthening the motivational structures of the masters of university to educational activity.

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Мотивация к изучению иностранного языка в университете

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Аннотация

Мотивация в обучении студентов – это сложный и многоуровневый процесс. Профессиональное формирование личности невозможно без формирования мотивации. Особое место отводится необходимости в обучении, смыслу обучения, цели, отношению и интересу. Наиболее важной предпосылкой для формирования широких социальных мотивов деятельности является понимание ее смысла, осознание важности изучаемых процессов для собственной деятельности. Определенная многими учеными структура мотивации включает в себя всем известную структуру внутренних и внешних мотивов в изучении учебных предметов: познавательную, профессиональную, прагматическую, широко социальную, авторитетную и т. д. Проблема исследования состоит в противоречии концептов «мотив», «мотивация», «мотивационная сфера», а также в их важности в формировании студенческой мотивации в их существенных характеристиках развития.

Для цитирования в научных исследованиях

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Ключевые слова

Мотивация, внутренняя мотивация, внешняя мотивация, мотив, структура мотивации, профессиональное образование, магистр.

Библиография

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