

Колодяжна Алла, Мушкудіані Олександра

МОТИВАЦІЯ СТУДЕНТІВ-ІНОЗЕМЦІВ ПІДГОТОВЧИХ ФАКУЛЬТЕТІВ ЩОДО ФОРМУВАННЯ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНЦІЇ

Анотація

У статті досліджено проблематичні аспекти підвищення ефективності формування мотивації студентів-іноземців до навчання в Україні. Звертається увага на те, що реалізація результативних технологій мовної підготовки іноземних студентів вищих технічних навчальних закладів повинна здійснюватися за допомогою впливу на їх мотивацію.

Ключові слова: позитивні навчальні мотиви; мотивація; адаптація; соціальна адаптація; комунікативна компетентність.

Kolodiazhna Alla, Mushkudiani Oleksandra

FOREIGN STUDENTS OF PREPARATORY FACULTIES' MOTIVATION AS FOR THE FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE

Annotation

The article deals with the problematic aspects of increasing the effectiveness of the foreign student's motivation to study in Ukraine. The attention is drawn to the fact that the implementation of language training effective technologies for foreign students of higher technical education institutions should be carried out by influencing their motivation.

Keywords: positive educational motives; motivation; adaptation; social adaptation; communicative competence.

The process of modernizing the system of higher education in Ukraine in the context of intensive development of its social and economic cooperation with other countries causes the actualization of improving the education quality. This implies the ability of future specialists to perform their professional activities in a foreign environment. The motivational and personal aspects are connected with the formation of positive training motives and personal qualities of a future specialist, effective goals, since motives and goals are important determinants of the activity. The structure of the students' motives, which is formed during the training period, is the personality basis of a future specialist. The development of positive learning motives is an integral part of the process of teaching and educating students. For effective practical work in this direction a thorough study of the regularities of the development of students' educational motivation is required.

The learning motivation of foreign students has dynamic differences from the learning motivation of Ukrainian students because of the socio-cultural adaptation process. Foreign students of the preparatory faculties in Ukraine are attracted to the socio-cultural space that is completely new for them. Since motivation is a multi-faceted phenomenon, the Ukrainian language learning process should include a range of tools for its support. In conditions of learning the unity of a foreign language and foreign culture, the search for means of creating motivation to study the Ukrainian language by foreign students remains relevant, as well as means of the implementation of foreign cognitive and developmental activities. In this regard, speaking about foreign students in Ukrainian universities, one should mention their adaptation, both in the context of interpersonal relations and cultural norms, and in the context of the educational process.

The process of adapting foreign students to study in Ukraine includes many aspects: adapting to the new socio-cultural environment, new climatic conditions, time, a new educational system, adapting to a new communication language, the international nature of study groups, and the culture of a new country. Many adaptation problems are connected with the feeling of loss in the new cultural space. Social adaptation is of particular importance. It is considered to be a process of involving foreign students in various types of social interaction. There have been studied the following main types of social adaptation, such as learning (adaptation to the educational process peculiarities, teaching forms and methods), role (the reinforcement of necessary social requirements by foreign students), socio-cultural (involving in the cultural environment of society), socio-psychological (involving in the environment of interpersonal communication) and social-household (activities in everyday life). Having arrived in another country, a person undergoes psychological adaptation, because he leaves the home, family; gets used to self-sufficiency, self-efficacy. There is a transformation of his outlook, the effectiveness of which depends on emotionality, shyness or determination, savvy, level of anxiety. Along with psychological adaptation, foreign students are more likely to tolerate physiological adaptation: depending on the remoteness of the country, the human physiological system must adapt to the climate, time zone, environmental factors, food, which in turn will affect the person's performance, appearance, healthcare. The main goal of social adaptation is to create conditions that ensure the adaptation of foreign students to the educational system of the country where they came to study.

Since the main goal of foreign students' arrival to our country is to receive higher education, one of the resources to optimize the training foreign students is to master the foreign language as a means of communication (which promotes the development of various specialties students ability to use it as a tool for communication in the dialogue of cultures and civilizations of modern world); and the acquisition of professional-oriented foreign competence. Language is regarded as a means of interpersonal interaction in a multi-ethnic and multicultural space. The process of teaching a foreign language in a higher education institution should provide students not only with the appropriate level of language knowledge, skills and abilities to use it in various life situations.

The concept of foreign language communicative competence in psychological and pedagogical literature was studied both by foreign and domestic scientists (L. Birkun, L. Brahman, O. Volobueva, R. Johnson, G. Kutaygorodska, S. Kozak, S. Melnyk, E. Passov, S. Savignon, M. Swain, D. Hayes, D. Shales). The formation of the student's communicative competence is influenced by a number of factors. The main are internal and external

factors. The internal factors influencing the formation of the student's communicative competence are: the motivational sphere; the person's internal position; the development and formation of self-image and the sense of the individual identity.

The importance of motivation for educational activity, its effectiveness and quality of the final result was researched in the works of such scholars as Y. Bondarevska, L. Vygotsky, O. Leontiev, A. Markov, A. Maslow, S. Rubinstein. The problem of student motivation at universities is thoroughly investigated in works of T. Ilyina, A. Rean etc.

A motive usually means the conscious need for action related to the satisfaction of the individual certain needs. Thus, E. Bondarevska emphasizes that "motives determine the level of man's activity and tension of cognitive activity, affect the results of mental activity, completeness, strength, correctness and nature of activity mode" [1, p. 11]. Most researchers also believe that motivation is an emotional state associated with something positive and exciting, a process of inducing oneself to work to achieve personal goals. Motives that form the basis of educational and cognitive activity are considered to be cognitive. Positive cognitive motives include: interest in learning, curiosity, interest, satisfaction from solving educational problems, desire to expand their own horizons, need for mental activity, desire to master the future profession, awareness of its significance. A set of positive motives is the motivation of any activity. Motivation means a set of incentive needs that determine the direction of individual activity. Scientists distinguish internal motivation based on cognitive activity, positive emotions, curiosity, and external motivation, backed up by external stimuli (good mark, friends' respect, desire to be best in education, etc.).

Students' positive motivation is determined by one of the most important psychological and pedagogical aspects of training foreign students at higher education institutions of technical profile in Ukraine. T. Dementieva, who studied the formation of communicative competences of foreign students in preparatory faculties in the process of study, notes "an effective model of modern education suggests that the acquisition of a high level of professional training does not exclude, but, on the contrary, implies the development of personal qualities of those who are taught. Learning effectiveness depends to a large extent on the extent to which the student's motivational sphere reinforces the educational process itself" [4, p. 62].

The primary task of realizing effective technologies of language training is the teachers' activity regarding the identification of foreign students, the formation of professional competence as a prerequisite for successful socialization in society.

According to O. Piralova, professional competency is a sum of professional competences and social behavior (use of professional knowledge, ability to work individually and in a group, ability to make decisions) [6, p.134]. It is essential for future professionals. And it is for this reason foreign students should form personal motives for mastering the future profession in the process of implementing effective language training technologies. At the same time, it is necessary to take into account the peculiarities of external and internal motives of professional training.

The basis of external motives is the stimulation of external activity, that is through awards, encouragement, punishment, etc., when factors of stimulation of behavior are outside the self-image: "I study in order to earn a lot". Internal motives are excited by the cognitive interest associated with certain activities: "I study for the sake of personal development, learning something new, understanding of personal necessity for a society, etc." It should be noted that the level of material rewards is one of the reasons that affects the human labor motivation. For people with external motivation, this factor can be significant in deciding whether to work in a particular area.

Consequently, the language teacher task in the process of effective technologies implementation is the formation of professional orientation internal motives of future specialists and finding ways to transform a negative external motive into a positive one. For this purpose, foreign students should actively pursue work that will facilitate their adaptation in the labor market: conversations about clarifying the essence and importance of the future profession, working out the content of professional activities of engineering specialists and general professional qualities of a person, job description of engineers and information placed on the portal of young specialists, analysis of professional competencies types, criteria of professionalism. The result of such work is the belief of a foreign student that due to the focus on self-development and self-education, he can grow in a career and as a result receive not only satisfaction from professional realization, but also material remuneration. However, in the process of this vocational guidance work, it is necessary to shift the emphasis on the self-education of professional qualities, which help to find time for additional occupations, to identify priorities in personal professional plans, etc., as well as to pay attention to the general qualities of the individual that prevent him from being professionally implemented.

Forming the internal motives for mastering the future profession by students of technical higher education institutions, teachers should be guided by the principles of influence on the person with the purpose of activating such conditions, which promote satisfaction from involvement into the professional community: satisfaction from obtaining deep and solid knowledge from the received professional training, abilities to use them, introduce new and advanced work practices, find ways to improve the work system, etc. As a result of methods and techniques of effective technologies of language training it is possible to achieve foreign students' awareness of personal motives for mastering profession, directing students to achieve internal motivation, independence, sustainable interest in the subject area, formation of their focus on the case. These effective technologies of language training include conversations on clarifying the essence and importance of the future profession, working out the content of professional activity of specialists in the engineering industry and general professional qualities of a person, analysis of professional competencies types, professionalism criteria.

Thus, the implementation of language training effective technologies for foreign students of higher technical education institutions should be realized by influencing the motivation of foreign students to acquire a future profession in order to transform students external motives into the internal ones, through the awareness of the importance of the future profession for society and determining the formation of professional competence to be a prerequisite for successful socialization in society and active adaptation in the labor market.

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Kolodiazhna Alla – PhD in Psychology, associate professor, assistant professor of the department of professional education in the field of technologies and design, Kyiv National University of Technologies and Design, 2, Nemirovych-Danchenko Str., Kyiv, Ukraine, 01011, **email:** kol-alla@ukr.net. **Where and when she graduated:** Ukrainian State Pedagogical University named after M. P. Drahomanov, 1995; Kyiv City Pedagogical University named after B. D. Grinchenko, 2005. **Professional orientation and specialisation:** Ukrainian language and literature, practical psychology, social work. **The most relevant publication outputs:** 1. Kolodiazhna A. V. Osnovni aspekty vyvchennia problemy tvorchoi realizatsii osobystosti v psykholohii (The main aspects of studying the problem of creative realization of personality in psychology) / Kolodiazhna A. V. // Aktualni problemy psykholohii: Zbirnyk naukovykh prats Instytutu psykholohii im. H. S. Kostiuka NAPN Ukrainy. Tom 6. Psykholohiia obdarovanosti. – Vypusk 9. – Zhytomyr: Vyd-vo ZhDU im. I. Franka, 2013. – 564 s. – S. 201-209, 2. Kolodiazhna A. V. Problemy vyvchennia emotsiinoho komponentu samosvidomosti (Problems of studying the emotional component of self-consciousness) / A. V. Kolodiazhna // Virtus: Scientific Journal / Editor-in-Chief M. A. Zhurba – October # 3, 2015. – 145p. – R. 50-55



Mushkudiani Oleksandra – PhD in Philology, assistant professor of the department of professional education in the field of technologies and design, Kyiv National University of Technologies and Design, 2, Nemirovych-Danchenko Str., Kyiv, Ukraine, 01011, **email:** lirde7@yahoo.com. **Where and when she graduated:** Taras Shevchenko National university of Kyiv, 1997. **Professional orientation and specialisation:** Ukrainian language and literature, practical psychology, social work. **The most relevant publication outputs:** 1. Mushkudiani O. O. I. Franko v hruzynskii literaturi. (I. Franko in Georgian literature) (Bibliohrafiia). Visnyk (literaturni studii) Kyivskoho mizhnarozhnoho universytetu. – Vyp.8. K., 2006. – s.328-332. 2. Mushkudiani O. O. Ukrainsko-hruzynski vziemyny na storinka «Chervonoho shliakhu» ta «Literaturnoi hazety 1924-1940». (Ukrainian-Georgian relations on the page of "Red Road" and "Literary Newspaper 1924-1940".) Visnyk (literaturni studii) Kyivskoho mizhnarozhnoho universytetu. – Vyp.33. K., 2006. – s.123-138.

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