

# The Peculiarities of Formation of Positive Motivation to Foreign Languages Learning for Students of Nonlinguistic Specialties

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**Abstract.** The problem of the relevance of the positive motivation formation in the process of foreign language learning is considered. Particular attention is focused on the interaction with students of higher educational institutions of non-philological specialization who are not professionally interested in foreign languages learning. Internal and external motives depending on the nature of their connection with the content of the activity performed are studied further. A large number of factors characteristic only of educational sphere are revealed. Forms and methods of active learning contributing to intensification of the educational process and interiorization of foreign language knowledge are suggested. Various approaches to the problem are analyzed and practical examples of work in this direction taken from personal pedagogical experience are given. The main goal is to determine how to form a positive motivation for foreign language learning and optimize the learning process.

## 1. Introduction

The problem of motivation is relevant in both Russian as well as foreign psychology. On the one hand, it is connected with the understanding of human behavior, its regulation which requires a deep knowledge of the psychological laws of person's activities. On the other hand, it became necessary to establish a link between the internal motivational tendencies of a person and the social conditioning of the personality psychology. All human actions are governed by certain motives and are aimed at specific goals [1]. It is impossible to determine the true cause of person's activity without motivation understanding.

Disterweg in his "Training provision of German teachers" noted that the development and education of any person cannot be given to him. Everyone who wants to get it should achieve this through their personal activities, their own coping, hard work. From the outside he can only receive encouragement [2]. The psychophysiological aspect of motivation (induction) concept is actualized by necessity, that is motivation is the most important aspect of functional system that determines purposeful behavior [3].

A study of the Russian and foreign psychologists' works shows that for a deeper study of the motivation issue a large amount of data was collected. One of the earliest theories of motivation was proposed by the ancient Greek philosopher Aristotle who considered motivation as the result of arousal function which is always associated with a specific goal. According to Aristotle, this goal was formed in the process of mental development that accompanies perception, memory or imagination. Real or imaginary expected results stimulate a living organism to achieve what is considered positive, or avoid

negative. Modern cognitive theories are also a reflection of the Aristotle model and display motivation as the expectation of various possible consequences of actions [4], [5].

## **2. Methodology**

In 1943 psychologist A. Maslow suggested that people's behavior is determined by a wide range of needs. He divided these needs into five categories and arranged them in a hierarchical sequence. The hierarchy was based on household needs (food, water, housing), at the top there were the most exalted individual requirements — respect, self-development, etc. [6]. When the needs of the lower level are met at least partially, the person begins to move towards the needs of the next level. The people's need to communicate with each other, for love, for feeling - part of a certain unity is higher than the need for security. It is not necessary that the needs of each level are fully satisfied (sometimes it is simply impossible) before a person receives any "higher" desire. Each person is guided by a complex of needs [7].

According to the theory of A.A. Ukhtomsky, various needs may arise in a living organism that may require different, sometimes conflicting types of behavior. A.A. Ukhtomsky called it "dominant" which controls the activity of the organism ensuring the priority of behavior type itself, suppressing other activities [8, p.21].

Thus, the achievement motive is considered as the cornerstone of human behavior. Motivation is studied at the level of psycho-physiological processes occurring in the nervous system (Duffy, I. Pavlov, D. Hebb, P. Yang, and others.); at the level of energy (Z. Freud); at the level of the internal organization of the individual (B. Bratus, D. Leontiev, S. Rubinstein, etc.).

At the same time it is obvious that the study of motivation attracted scientists at different times since the understanding of this makes it possible to predict and optimize the activities of people in various fields, for example, in education.

Like other activities, the educational sphere is distinguished by a large number of factors characteristic only of this sphere. First, it is determined by the education system, the educational institution using this system; secondly, by the organization of the learning process; thirdly, by the subjective features of a person who receives knowledge (age, gender, abilities, level of intellectual development, self-esteem, etc.).

And another important factor is the subjective characteristics of the teacher, his system of relationships with those who receive knowledge, attitude to his work as a whole.

The problems of motivation were investigated in the works of such scholars as B. G. Ananiev, E. P. Il'in, A. K. Bozhovich, A. A. Rean, O. S. Grebenyuk, V. G. Aseev, A. K. Markova, P.M. Jacobson. All scientists stress the need for clarity of the most favorable conditions associated with a positive attitude towards the development of self-development and self-educational process [9], [10].

A set of concepts relating to the issue of motivation has been developed, various classifications of motives in educational activities have been proposed, features of different age groups have been noted, the best conditions for the formation of learning motives have been studied [11].

## **3. The study of motivational sphere formation in educational process**

In our opinion, the formation of the motivational sphere of a student of a higher educational institution proceeds in such areas as the formation of motives and needs for professional development, the formation of skills and habits of self-education, the creation of the ability of objective self-esteem and the ability to plan changes in activity if necessary.

Of course, everything said above is closely connected with various social, economic, cultural and ethnic issues of society. All factors of influence are divided into two main groups: state and socio-psychological. Obviously, state factors include political, economic, cultural and educational living conditions in a particular country. Social-psychological factors include the conditions of family education, age characteristics, educational level, the influence of society on the formation of moral values, etc. Of course, these factors can be taken into account by the teacher only while working with a certain student since they cannot be influenced.

But there is a number of subjective factors that can and should help the teacher in creating the necessary learning motivation. These are personal potential, the desire to obtain a high professional level, the need to expand outlook, the desire to develop, the thirst for knowledge, the desire to be the best, the need to be competitive in the labor market, positive self-esteem, etc.

Any learning process other than operational components (knowledge, skills, abilities) requires a motivational factor (motive, interest, attitude). The motivation component determines the importance of what is being studied. Motivation is a source of personal activity in any field. Thus, in order to get some positive result, you need to have an "object" that must meet the needs of the student and encourage him to take action.

It would be appropriate to mention here internal and external motives depending on the nature of their connection with the content of the activity performed. A positive internal motive is the understanding of the need to acquire knowledge of a foreign language, the development of one's own world view and communication skills.

External motives that are not related to the field of educational activity can be both positive and negative. Negative motives can be caused by the fear of making a mistake, failing the exam, being unsuccessful. The negative motive can also be caused by the authoritative manner of the teacher's work with the students. Such motives also make the student learn, but this influence cannot be long-term and does not give any stable, long-term success [12].

Such external motives as the understanding of one's own responsibility, the realization of one's duty, and respect for world cultural values cannot but contribute to their positive role in the process of education. Therefore, the creation of positive motivation is a necessary condition for learning a foreign language, since it fills the learning process with special personal content, and thus the learning process acquires its value.

#### **4. Methods of educational process intensification**

In our case, the intensification of the educational process contributed to the process of interiorization of foreign language knowledge. We used forms and methods of active learning including: small group discussions, group discussion, problem discussion, brainstorming, video situations, online discussions, information retrieval.

Determining the forms and methods of pedagogical interaction with students implies the psychological and pedagogical possibilities of the active involvement of all students in the discussion process, which contributes to the development of motivation to learn. By participating in such events, students learn to accept a foreign language simply as a tool that helps them to express their opinions, and not as something difficult and useless.

In the course of the projects discussion the peculiarities of the character and thinking of the participants expressed their own opinions which mediated the ability to generalize and analyze information, think independently and consciously. The type of spontaneous speaking is very useful in the formation of positive motivation in the study of foreign languages by students of non-language specialties. The situation is the basis of communication, and the process of communication is a dynamic constant chain of situations that change. Such "modeling" situations in the classroom is a great need to prepare for communication in real life. This helps student to be more confident in foreign language communication.

As you know, the main pattern of personal development is in the process of activity and communication. In this regard, as a pedagogical condition for the development of skills for productive communication and interaction in a foreign language, we took into account the pedagogical principle of collective interaction in the educational group.

Effective group relationships contribute to an increase in the volume of knowledge, comprehension of the essence of phenomena, the development of certain skills and abilities, active communication between students. Interpersonal communication in the study group increases individual responsibility and the level of motivation; a new attitude to phenomena appears.

In the foreign language classes, we used the technologies of productive knowledge and, accordingly, the principle of practical action to create an activity basis for the development of positive motivation in learning a foreign language by students of non-philological specialties. In contrast to the reproductive method of obtaining knowledge in the field of a foreign language, the principle of productive cognition consisted in the selection of material for students based on the intellectual and psychological level of development of students which ensured awareness of cognitive activity.

The degree of productivity of the process of knowledge internalization of a foreign language among students was manifested in the individual activity of students which was expressed in the ability to professionally justify their own statements, in voluntarily active involvement in creative forms of work, in the skills of positive communication and interaction in the study group.

We used the technology of collective interaction in the classroom for teaching foreign language, in the development process in which we relied on the studies of K. Levin and K. Rudestam in the field of technology training in T-groups [13; 14].

According to K. Levin, a significant proportion of productive changes in the attitude of the individual is manifested in a group context, and not in an individual one. The nature of interpersonal relationships is determined by the characteristics of group dynamics and group processes. Comprehensive personality development of students takes place in the so-called T-groups which are called sensitivity groups. In accordance with the results of a study conducted by K. Rudestam, the main goals of interaction in T-groups can be expressed in the following aspects: improving communication skills with the goal of more efficient interaction with others; resolving conflict situations in a group; development of group cohesion, etc.

The training cycle of the group, presented by K. Rudestam in the process of technology implementing in our classes was considered by us according to the following scheme: definition of a problem or problem - feedback - an effective objective solution of the problem.

The effectiveness of information perception and analysis of the students' behavior productivity in the study group was facilitated by feedback. The third element of the training cycle, namely, finding the optimal solution was based on an active search for effective solutions.

As a result, the final stage of the educational process consisted in the ability to put this knowledge into practice, to use it in professional activities. The achievement of professional success was determined by the participants of the experimental group through self-realization. When speaking the native language, the choice of the necessary language units occurs automatically, while during communication in a foreign language, it is necessary to pay attention to the choice of the necessary units at any moment of conversation (thinking about the context, we forget about grammar and vice versa). The teacher needs to use some "internal" visual aids based on the images made by the students' imagination.

Such visual aids should create a motive of communicative activity - to meet the personal needs of a certain age and to cause real interest in the problem under discussion. A foreign language is a means of expressing thoughts, and each thought begins with a sense of necessity, a great desire to express this thought. At this very moment a motive is needed to make this mechanism work.

It should be noted that, on the one hand, motivation is an individual matter of each person, on the other hand, it is absolutely impossible to teach a foreign language without forming a positive motivation when learning. It is important to maintain consistency constantly: the motive - the action - the result. Students should understand that, having mastered language skills, they become more competitive in the labor market, expanding opportunities to take a desired position in society.

Thus motivation is associated with the process of encouraging activity through the formation of behavior motives capable of achieving personal and social goals. In the motivational and formative process it is proposed to use certain categories: the needs of students - their interests - the motives of activity - actions.

Proper use of motivation helps the teacher to develop methods for achieving the best results based on correct understanding of a certain age group and personal characteristics. An experienced teacher always manages to combine the constant "warm-up" of students' interest with the provision of self-

development, their own way to success. The study without interest based on law enforcement, decreases the student's desire to work; interest-based studies do not always provide opportunities to develop and strengthen a student's will power, because not everything in the learning process can be interesting, much needs are to be acquired through hard work and strong will, so any teacher needs to find this balance in order to get the best results.

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