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**DEVELOPMENT OF STUDENTS PROFESSIONALMOTIVATION AS
INDISPENSABLE PEDAGOGICAL CONDITION OF FUTURE
SPECIALISTS IN INTERNATIONAL INFORMATION FOREIGN TRAINING**

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The article defines such concepts as "motive", "motivation" and "professional motivation". The types of professional motives are also covered, the internal and external motives of studying the foreign language by students of "International Information" specialty are scrutinized and professional motives of future specialists in international information are determined. The paper proves that the development of professional student motivation is an indispensable pedagogical condition for foreign language training, and the author suggests ways of developing and enhancing the professional motivation of future international information professionals.

Key words: motive, motivation, professional motivation, pedagogical condition, international information, foreign language training

Introduction. In modern high educational institution the task of increasing the efficiency of training and optimizing educational and cognitive activity of students is quite acute. High educational motivation is precisely the pedagogical condition that ensures high efficiency of teaching, therefore in pedagogy and psychology special attention is paid to the problem of its formation. In the context of motives formation in the process of high education institutions students studying, the question arises as to exactly what motives need to be formed. This question is not limited to the search and the choice of a particular motive in order to form it, but is aimed at determining the optimal structure of the student's motivational sphere.

In modern information society, there is an increasing need for specialists in international information with a high level of foreign language. For their qualitative and effective training it is necessary to develop the professional motivation of students actively, which provides the basis for obtaining the necessary knowledge, skills and competencies for the performance of professional tasks in the field of international relations.

Aim. To emphasize the importance of professional motivation as a necessary pedagogical condition for foreign language training of future international information professionals development.

Task. To define the concept of "motive", "motivation" and "professional motivation"; clarify types of professional motives, consider internal and external motives and determine the professional motives of future specialists in international information; suggest ways of developing and enhancing the professional motivation of future specialists in international information .

Presentation of the main material. The problem of motives and motivation is one of the key in psychological and pedagogical literature. It is not surprising that a big amount of domestic (O. Vershynska, I. Savka, V. Kurkok, T. Shvets, O. Ivanchenko, A. Derbeneva) and foreign (A. Maslow, L. Friedman, G. Rosenfeld, S. Rubinstein etc.) scientific researches are devoted to it.

Different authors call different motives for entering the university, which mostly depends on the approach to studying this problem, as well as from changes in the socio-economic and political situation in our country.

However, we can distinguish the motives that do not depend on the structure of the social system. The main motives for entering the university are the desire to be surrounded by student youth, the prestige of the specialty "International information", the correspondence of the profession to the interests and inclinations of the individual.

Let's consider the theoretical definition of the concepts of "motive" and "motivation".

Motive (from Latin "moveo" – move) – a forcing reason for actions of a person (the one that pushes to action) [1]. According to the definition of S. Rubinstein [2], the motive is interpreted as the essence of psychological conditions that determine the purposeful nature of human activity. According to V. Kurok, the motive for learning is the one for which the person learns, the one which induces him/her to study [3]. However, the most comprehensive interpretation of the concept of "motive" is given by A. Derbeneva [4], who defines it as enforcement to activities related to satisfaction of subject needs, this is also a reason that is the basis for choosing certain actions, mixture of external and internal conditions that activate the subject,

It has been investigated that any activity, including educational, is multi-motivated [5]. In this way, any activity arises only as a result of combining several persistent motives. Such combination forms a system that is a motivation.

Based on this, the concept of "motivation" can be defined as a complex of reasons of a psychological nature, explaining human behavior, its orientation and activity.

G. Rosenfeld distinguished the following categories of training motivation:

- for the sake of learning, without pleasure, without interest;
- without personal interests and benefits;
- for social identification;
- for the sake of success or because of fears of failure;
- compulsory or under pressure;
- which is associated with generally accepted norms;
- to achieve goals in everyday life;

- based on social goals, needs and values [6].

Motivation for learning is closely linked to professional motivation. Professional motivation as a feature of personality is a system of goals, needs which make students accept the knowledge actively, obsess abilities and skills, have conscious attitude to profession [7]. Professional motivation plays the role of a compensative factor in the system of professional training: in conditions of underdeveloped abilities, a student with a formed professional motivation can achieve greater successes than a capable student whose motivation has not been formed. Therefore, the purposeful formation of students' professional motivation is one of the most important pedagogical conditions for the training of future specialists.

The professional activity motivation always has compound, complex character and combines both internal and external, positive and negative, cognitive and social motives. However, in the field of individual students' professional motivation motives of one or the other group can play a leading role, which determines the general character and productivity of their educational activities.

Let's consider learning internal and external motives.

Psychologist L. Friedman characterizes the internal and external motives in the following way: "If the motives that force to this activity are not related to it, then they are called external in relation to this activity, but if the motives are directly related to the activity itself, then they are called internal" [8].

Internal motives of learning are related to the cognitive need of the subject. It is extremely important that a person acts on his own initiative in order to obtain inner satisfaction, a positive psychological state. When internal motivation of students prevails, they actively participate in the process of learning and thus receive emotional satisfaction from the process of acquiring knowledge, skills and abilities. External motivation

includes social and appraisal motives that arise under the influence of external factors such as demands, orders and coercion. Thus, a person acts in the framework of the other one's will. In our opinion, external motives can be divided into positive ones (e.g., the individual's need to achieve social prestige, respect from others etc.) and negative ones (for example, the desire to avoid probable troubles, punishments, critics from the family, peers, teachers etc.)

To determine the level of professional motivation formation in the process of future specialists in international information foreign language training, we conducted the survey of students. The sample included 48 students of the specialty "International Information" (third and fourth years of study), because learning of professionally oriented foreign language takes place at this stage. For survey we chose the technique of T. Ilyina. The questionnaire consists of questions, which contextually are divided into three sections: "acquisition of knowledge", "acquirement of a profession", "obtaining a diploma". Results of the foreign language learning testing are shown on Figure 1.

Therefore, the testing showed an insufficient level of students professional motivation to learn a foreign language. Negative external learning motives, such as the desire to avoid probable troubles, critics from the family, group mates, teachers dominate among students. Level of internal motives formation, such as the acquisition of deep and sustainable knowledge, success in future professional activities, getting intellectual satisfaction is insufficient. This is connected to the lack of application of active forms and innovative teaching methods in the process of cognitive activity, lack of practical mastering of the gained knowledge, lack of conditions for internships at think tanks and international organizations abroad to understand the prospects and the importance of future professional activities.

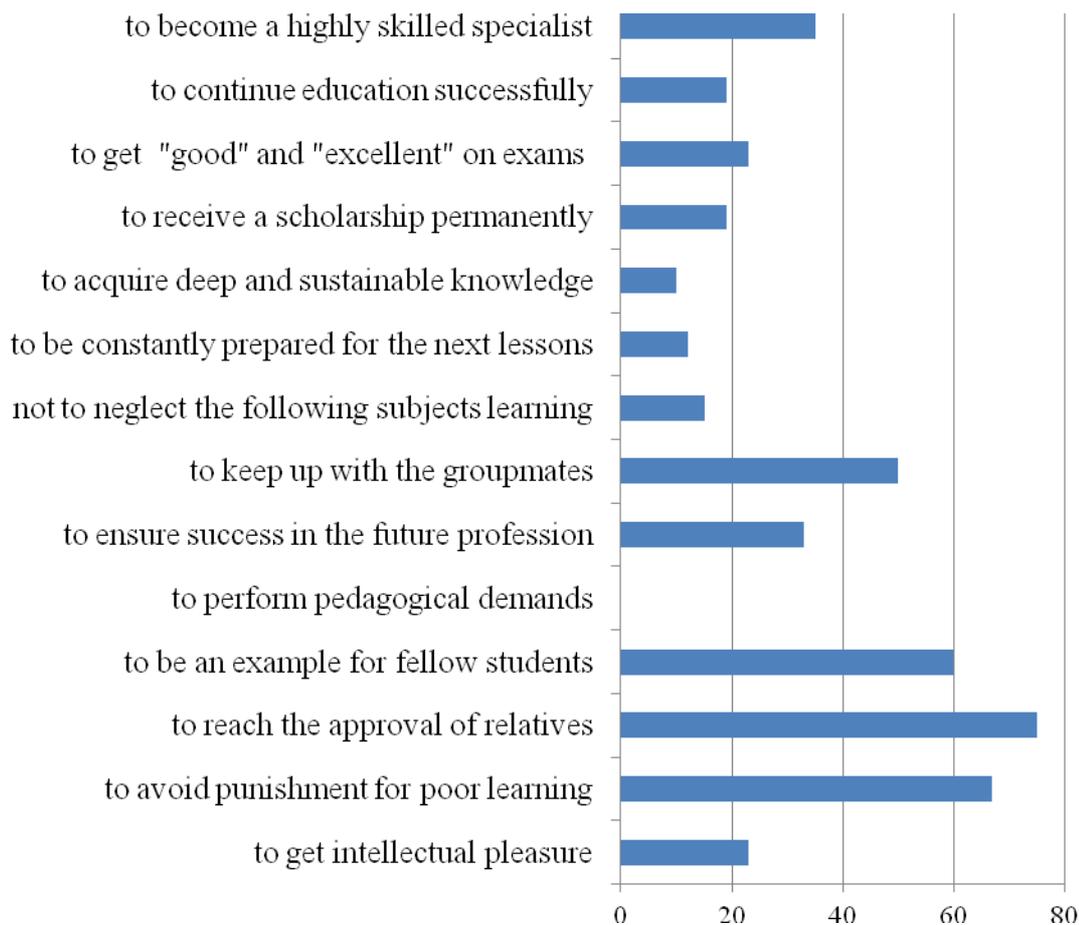


Figure 1. Motivation to foreign language learning by "International information" specialty students of the third and fourth years of study, %

To develop students' motivation to learn a professionally oriented foreign language, special attention to stimulating them to be an active participant of educational process, to their subjective position in the process of their own professional development formation should be given. With the purpose of students professional motivation developing, raising of their level of internal activity in the process of cognitive activity, we have proposed:

- 1) the involvement of future international information specialists in writing essays, brief reviews of articles on specialty and creative works of other types in a foreign language;

2) organizing with them conversations, round tables, disputes on topics related to various aspects of their future professional activities in a foreign language;

3) organization of meetings with highly qualified foreign specialists in the field of international information in order to better understand students' significance and content of their chosen profession and business foreign language;

4) a number of activities aimed at attracting students to various types of research work, participation in international scientific and practical conferences on professional topics;

5) students are informed about possible exchange programs for studying and internships in different countries;

6) implementation of the opportunity for the practice in international organizations, government institutions, think-tanks abroad. Thus, a stable motivation of students will be formed not only for foreign language training, but also for the specialty as a whole.

Conclusions. The research showed that future specialists in international information have a low level of formation of internal motivation to study a foreign language, which causes the low efficiency of the cognitive process. Students are dominated by negative external motives, such as the desire to avoid probable troubles, critics from the side of the family, classmates, teachers. Therefore, for the development of professional motivation for foreign language training of future specialists in international information, we have introduced and offered a number of measures, the implementation of which will actively contribute to raising the level of internal motives of students to cognitive activity, as emotional satisfaction from the process of acquiring knowledge, skills and abilities is the driving force for effective teaching.

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