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**MOTIVATION LEARNING AND THE USAGE OF PROJECT
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This article focuses on the problem of project method usage as the priority direction of educational innovations development during the learner-centered medical English language training at university. The research method helps a future specialist to develop and form necessary skills in all kinds of language practice, to promote the ability to professional and personal self-development, to increase their interest and positive motivation to learning process and make it more effective and individual.

Key words: professional and personal self-development, positive motivation, innovative educational methods and technologies, learner-centered medical English language training, medical students, education, training, learning.

Introduction. Dynamics of modern society, information, technological and social-economic changes, reforming of medical education in Ukraine, intensification of international cooperation in the field of medical education, the requirement of ensuring competitive health workers in global and native labor markets, on the one hand, indeterminacy of future medical personnel's professional goals, on the other hand, cause that medical students realize the value of the acquired knowledge, abilities and necessary skills for professional self-realization and self-development only after graduation. As a result, a large number of graduates work out of the specialty or get a job, taking into consideration the objective demands of the profession, they understand and reinterpret the importance and relevance of professional and personal self-development through self-education and self-improvement while studying at medical universities.

The problems of quality and searching the new strategic guidelines of modern education cause the necessity of forming positive motivation to self-improvement and usage such innovative, learner-centered approaches to professional training and English language training of medical students which would form a researcher who is ready to professional and personal self-development.

Review of Literature. The scientific researches of McCombs B., Gardner R., Lalonde R., MacIntyre P., Smythe P., L. Bozhovych L., Zaniuk S., Leontiev O., Maslow A., Rubinshtein S. and so on devoted to motivation learning. Learner-centered approaches to professional training were investigated by Barr R., Gibbs G., Hall J., Saunders P., Tagg J., Bekh I., Yakymanska I., Yatsenko T. etc. Professional and personal self-development is studied in researches of O'Dwyer L., Golding L., Gray I., Bandura A., Maslow A., Vlasova Ye., Kostiuk H., Kostenko M., Mitina L. etc. Project method is found in scientific researches of Dewey J., Kilpatrick W., Knoll M., Swimmer G., Bezrukova V., Bepalko V., Ivanova L., Izbash, S., Podobiedova T. and so on.

Despite of a significant amount of theoretical and practical development of the problem, it still causes heated debate because these studies don't exhaust all the issues of medical students' training at university and don't identify ways of perspective development of the native education.

In the context of the problem facing these contradictions:

- Between modern training methods of medical students during the learner-centered medical English language training at university and the actual level of their readiness for professional and personal self-development.

- Between ensuring the medical students' positive motivation to professional and personal self-development and absence of methodologies and technologies of its forming.

The obvious actuality, insufficient development, availability of the problem and the practical necessity to solve it determines the purpose of the article and the main task of it. **The purpose of the article** and the main task of it is to find out the

peculiarities of ensuring the positive motivation to professional and personal self-development of medical students during the learner-centered medical English language training at university, to determine the role of an instructor in this process.

Methods. World experience training specialists of all professions shows that the leading condition for providing successful professional activity is the ability of future specialists to continuous professional and personal self-development through the formation of positive motivating learning, usage of innovative educational methods and technologies in combination with conventional ones during the learning professional disciplines and English for medical purposes. These improve the educational process at university and enhance learning efficacy.

"Professional self-development is an inalienable component of personal self-development, an age feature of the student's psyche development, and is aimed at the formation of his creative personality" [1, p. 28].

The learner-centered medical English language training at university under instructors' supervision activates the positive motivation to professional and personal self-development.

"Original formulation of motivation focused on motivational intensity, or how hard a student worked to learn the language. An additional component to motivation is the desire to learn the language" [2, p. 16]. The main task of an instructor is to uncover the medical students' natural and intrinsic desire to learn medical English for positive personal and professional self-development during the learner-centered education at university.

"The motivated person is a lifelong learner and the lifelong learner is a motivated person" [3, p. 117]. So, an individual who is truly motivated to learn medical English will find the act of learning the language rewarding.

"Motivating learning is largely dependent on helping to bring out and develop students' natural motivations and tendencies to learn rather than "fixing them" or giving them something they lack" [3, p. 119].

The key characteristics of motivation and lifelong learning [3, p. 120]:

1. Learning and motivation to learn are natural human capacities in social contexts and relationships supportive of the learner and in content domains perceived as personally meaningful and relevant.

2. What and how much is learned is a function of each learner's unique views of themselves and the learning process, including their goals, expectations and interpretations of task requirements.

3. Insecurities and other forms of negative cognitive conditioning interfere with or block the emergence of individuals' natural motivation to continually learn, grow and develop in positive self-determining ways.

Based on the foregoing, it is necessary to combine conventional and innovative educational methods and technologies during the learner-centered education at university for effective English language training of medical students in order to facilitate learning and motivation to continually learn. The usage a learner-centered innovative technology "project method" ensures their positive motivation to learn English for medical purposes provides purposeful correction of professional self-development activity by an instructor with real predictable results and creates preconditions for the development of their communicative competence.

The "project" is a concept, which has its origin in the professionalization of an occupation. "Project method is a system of independent, coordinated, integrated, communicative and cognitive activities aimed at achieving a practical result – a project. It gradually gets complicated and contributes to the usage of different methods, on the one hand, also facilitates integrating knowledge and skills from different fields of Science, develops the capacity for self-organization, self-development, self-perfection of a future specialist, from the other hand. A project is a constituent of projection. Projection is a creative, an innovative activity aimed at creating objectively and subjectively a new product called a project" [4, p. 42]. The research method was introduced in the curriculum so that students could learn at university to work independently and combine theory with practice. It is an educational enterprise in which students solve a practical problem over a period of

time. An instructor may suggest project, but mostly they are planned and executed as far as possible by the students themselves, individually or in groups.

The future specialists can be learned with the help of project method [5, p. 26]:

- to reveal and determine scientific and practical problems;
- to lead their analysis;
- to find some ways of their solution;
- to develop some abilities to work with the information;
- to find the necessary source, for example, some facts in the reference literature or in the mass media;
- to use the information which they receive with the aim to solve given assignments.

Results. Project method (the fragment of which is given below) contributes to the personal needs of medical students' professional self-development, which are the main source of their motivation during the learner-centered medical English language training.

“Maintaining motivation depends on a feeling of control over challenges in order to progressively master required skills. This feeling of control is more likely to occur if skills are introduced gradually, if timely feedback on the use of skills is offered, and if students are encouraged to apply their skills in active problem solving. The teacher's role can be to provide training not just in what to acquire, but in how to find and master knowledge outside the classroom in independent projects. By offering students opportunities to develop learning skills through application of course content to research projects or papers, instructors can encourage students to examine their goals, motivational methods, and learning methods. In assigning projects, instructors should provide clear guidelines and suggestions about how to proceed and what the outcome should consist of” [6, p. 3].

Project: The Problems of Environmental Protection and Impact of it on Human Health

The number of hours: classroom time – 6 hours, the extracurricular time – unlimited.

Objective: To enrich lexical material to the relevant topic; to use active vocabulary in communication; to develop the reading, translating, monologue and dialogue speech habits of students; to understand the importance of learning medical English and needs of its usage in the future career; to increase motivation to getting new knowledge and skills; to develop research and creative abilities of the personality; to bring up feelings of responsibility, self-discipline and self-organisation; to realize the meaning of team work.

Key question: How can each of us contribute to keeping the environment cleaner and safer?

Thematic questions:

1. Air pollution:

1.1. Impact of air pollution on Human health.

1.2. The key Health problems caused by air pollution: respiratory problems, asthma, cancer: lung cancer, heart disease, birth defects, intellectual disorders, tuberculosis, immune system damage.

2. Water pollution:

2.1. Impact of water pollution on Human health.

2.2. The key Health problems caused by water pollution: typhoid fever, cholera, diarrhea, diphtheria, hepatitis, kidney damage, heart damage, nerve disorders, skin lesions, vomiting, poor blood circulation.

3. Land pollution:

3.1. Impact of land pollution on Human health.

3.2. The key health problems caused by land pollution: gastrointestinal diseases.

4. The main Ecological Problems: acid rain, greenhouse effect, global warming, rubbish and waste recycling problem, radioactivity, animals disappearing, cutting down the trees.

5. Medical worker's Role as an Environmental Activist.

Methodical recommendations. It is important to focus students' attention to the main ecological problems and the key Health problems caused by air, water and land pollution, to find possible solutions.

Project characteristics: interdisciplinary, research; it is carried out in accordance with a textbook and materials of the Department under the supervision of an instructor.

The project consists of two parts. In the first part, students make up information about the topic. In the second part, they prepare a written report according to the thematic questions, create presentations and design a booklet or a poster.

The recommended form of project presentation and protection: “conference”.

The final product of the project: a written report according to the thematic questions, created presentations and videos, a designed booklet or poster with possible solutions proposed by the students.

The research method helps future specialists to develop and form necessary skills in all kinds of language practice, to increase their motivation to learning process and to make it more interesting and effective. It ensures an opportunity of medical students for wider self-expression on medical English language training lessons and creates not only the positive motivation, but also favorable conditions for controlled by an instructor and self-controlled independent medical English language learning.

Discussion. In brief, the usage of the project method in the professional English training of a future specialist in the higher educational establishment [7, p. 124-125]:

- makes teaching process more perfect, effective and individual;
- increases student's motivation and interest to learning foreign languages;
- enlarges and varies the program of teaching foreign languages;
- forms and develops communicative skills of students more quickly in all kinds of language practice;
- prompts to more effective and rational usage of time in teaching process of foreign languages;
- provides an activity even for those students who, as a rule, give an advantage to keep silent;
- stimulates future specialists to discover their language abilities which forms their self-assurance;
- provides the comfort of student's teaching, so that, they stop to afraid the negative mark;
- forms the student's feelings of a professionalism in a lecture-room of a university;
- enlists students to solve certain problems which are maximum approximated to professional ones;
- makes teaching process more individual;
- stimulates student's self-work (individual, paired, in groups);
- brings up the regularities of self-realization and self-control in students groups, the abilities to combine collective and individual forms of work;
- ensures necessities of future specialists in professional self-realization and self-development;
- activates student's research and creative activity in all the stages of teaching foreign languages;
- forms some abilities to orient in the world information space and to chose the necessary information;
- helps to reproduce and use assimilated knowledge in the practice-oriented activity;

- enlarges student's and teacher's outlook;
- allows to take part in an electronic creative projects in different countries of the world;
- permits to share with an experience of teaching foreign languages;
- forms the abilities to design your knowledge and professional abilities and skills;
- develops critical thinking and the ability to make conclusions;
- makes the work of an instructor much easier, especially when we speak about the group, where future specialists study with different levels of knowledge: those who know foreign languages better, can perform complicated projects, at the same time weak students can carry out projects of more lower level of complication etc.

Conclusions. In summary, above-mentioned advantages of usage the project method in teaching of foreign languages are not sustainable. However, we can confirm with confidence that implementation of the project method as a learner-centered innovative teaching method with combination conservative methods, brings up an increase in the quality of medical English language training, enlarges and varies its curriculum, facilitates the development of medical students' creative skills, critical thinking etc. and effective medical English language learning in the classroom and extracurricular time, increasing their positive motivation to learn.

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