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МЕТОДИКА ПРЕПОДАВАНИЯ ЯЗЫКА И ЛИТЕРАТУРЫ

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ANALYSIS ON MOTIVATION OF STUDENTS IN NON-LINGUISTIC EDUCATIONAL PROGRAMS

Motivation is considered one of the key factors influencing success in learning a foreign language. This article presents the results of an empirical study on the problem of motivating students in non-linguistic educational programs to learn a foreign language. The aim of the study is to identify the type and level of motivation for learning English among students of non-linguistic specialties. The study involved 84 first-year students of Shoqan Ualikhanov Kokshetau University. The analysis was carried out using a questionnaire developed based on the method for assessing the motivation in learning a foreign language (Attitude / Motivation Test Battery by Robert Gardner).

Keywords: higher education, non-linguistic university, foreign language learning, motive, motivation, motivation to learn a foreign language, instrumental motives, integrative motives, analysis.

INTRODUCTION

In the modern age and with the wide spread of globalization, the English language has become an important link in connecting people and serving universal communication for many purposes [1, 15]. According to Zhang, there is a discrepancy between skills acquired by university students and skills essentially required by employers in the real world. It is important to have the knowledge of language's vocabulary, grammar, and syntax is important; but it has to be accompanied with pragmatic and practical skills, such as communicative, teamwork skills, problem-solving, planning skills, selfmanagement, in addition to technological skills to cope with the increasing communication demands in an internationalized environment. [2, 67]

Teaching these core skills, as proven by earlier studies, necessitates implementing many strategies and procedures, such as roleplaying, working in groups, and performing written and oral tasks; for example, reports, memos, job interviews and presentations, among others. In addition, students should know how to research, organize and schedule tasks, manage time, develop plans and strategies, and solve problems in the target language. [3, 43] Thus, it is required from students to be subjected to case studies, decision-making tasks, and problem-solving methods pertaining to their field. Moreover, students must know how to plan, organize portfolios, self-assess, and use technological tools in the target language to effectively communicate information and accomplish

the assigned tasks and projects. All these skills allow students to manage their education. And, this is one side of the issue.

From the other side, fluency in a foreign language significantly increases competitiveness of specialists, as foreign language communicative competence is an important component of a specialist's professional competence in any sphere.

Nowadays, Kazakhstani Universities are faced with the necessity to provide high-quality language training to students as well as with the need to create psychological and pedagogical conditions conducive to improving the effectiveness of training.

However, this is hampered by the fact that the majority of non-linguistic students have a low level of motivation to learn a foreign language, which directly affects the success of students' educational activities. [4, 134]

MAIN PART

In modern psychological and pedagogical literature, there are many approaches to the definition of motivation. The nature of this phenomenon and its structure are described in the works of L.I.Bozhovich, A.N. Leontiev, A.K. Markova, A. Maslow, S.L. Rubinstein, L.M. Fridman and other scholars. [5-9]

Questions about the role and the importance of motivation in the process of mastering a foreign language are reflected in the researches of domestic and foreign scientists, including I.A. Zimnyaya, G. Crookes, R.W. Schmidt, R. Gardner, W. Lambert, Z. Dörnyei and others. [10-11] Motivation to the study of a foreign language is considered as "a set of various incentives that determine, stimulate, encourage to commit actions" [12, 99], and as "the main driving force behind the process of mastering a foreign language, ensuring its effectiveness [13, 5]. R. Parsons, S. Hinson and D. Brown consider motivation as an important element of the educational process: "learning and motivation are of equal importance for achieving the goal. Learning makes us acquire new knowledge and skills, and motivation pushes or drives us go through the process of learning" [14]. R. Gardener identified three components the motivation in learning a foreign language:

- 1) the effort to achieve the goal (time, spent on learning the language and perseverance of the student),
- 2) the desire to achieve the goal (how strong is the desire of a learner to learn the language)
- 3) and a positive attitude to the goal (emotional attitude to the language learning process) [15].

Researchers identify different types of motivation in learning the English language. Kämmerer F., Niegemann H. M., & Zander S. distinguish two types of motivation: external (extrinsic) and internal (intrinsic). External motivation is related to the needs of students in external well-being, including the desire to avoid punishment. [16,73]

Internal motivation is related to students' attitude to the educational material and to the educational process. This means that the student consciously masters the knowledge and skills that are important and valuable to him [17, 97]. R. Gardner defines two types of motivational orientation to learning a foreign language: instrumental motivation associated with practical reason for learning a foreign language, and integrative motivation associated with interest in the culture of the language under study and the desire to communicate with people who speak this language [18]. The complementary role of external and internal motives should be noted. Internal motives bring personal meaning into activity, while external ones encourage activities. [19, 12]

When forming the types of motivation (integrative and instrumental), one should take into account a complex of external and internal motives, influencing the conditions for the formation of successful activities of students. [20]

The problem of forming motivation of language faculties has been studied comprehensively. However, the specifics of forming motivation of students in non-linguistic educational programs are still to be studied [21-25]. At the same time, it is necessary to distinguish:

- 1) students' interest in foreign languages in general and their attitude to learning English in particular;

- 2) leading motives (instrumental / integrative) students;
- 3) the presence of difficulties that arise when learning a foreign language.

Thus, the purpose of this article is to identify the type and level of motivation to learn English of students in non-linguistic educational programs. The study presents the results of a survey conducted to identify the type and level of motivation.

The study involved 84 first-year students of Kokshetau University named after Sh.Ualikhanov. The research was aimed at obtaining the following information:

1. general information about the participants (gender, age, specialty and profile training);
2. the presence of interest in studying foreign languages and their attitude to learning English;
3. leading type (instrumental / integrative) and level of motivation;
4. types of difficulties arising when learning a foreign language and their affecting motivation.

The questionnaire included 26 questions divided into three parts: the presence of interest in foreign languages and attitude to learning English (questions 1-8) the level of integrative motivation (questions 9-17), instrumental motivation (questions 18-26).

The participants were to evaluate simple statements on a six-point scale, based on their personal experience and opinion. The answers (according to the Likert scale) had options “strongly disagree”, “disagree”, “partially disagree”, “partially agree”, “agree”, and “strongly agree”.

As a result of the study, the following data were obtained, which were divided into the three main groups: 1. general information about the participants; 2. interest and motivation of students to study English; 3. difficulties arising when learning English.

As mentioned above, the study involved 84 first-year students of Sh.Ualikhanov Kokshetau University, studying the following educational programs: "Information technologies" (28), "Information Systems" (27), "Physics and mathematics" (10), "Systems Engineering" (19). 76 participants (90.4%) were male students and 8 participants (9.6%) of the study were female. Number of participants aged from 17-18 years old was 58 people (69%), aged 19-21 year - 26 people (15%). The results of the study of interest and motivation interconnection are presented in tables 1-3.

As it can be seen most of the students in general are interested in learning foreign languages. 24.2% of participants fully agree with the statement "I would like to be fluent in several foreign languages", 24.2% - agree and 29% - partially agree. While a minority of students 3.2% strongly disagree, 3.2% disagree and 16.1% partly disagree with this statement. The fact that the majority of respondents agreed with the statement that if they go to another country, they will try to learn at least a little the language confirms the presence of interest in foreign languages learning. Positive answers were distributed as follows: 12.9% partially agree, 33.9% agree and 33.9% fully agree with the statement. 6.5% of students completely disagree and 16.1% disagree with the statement, "I would like to read newspapers and magazines in several foreign languages". It can be assumed that the reason for this does not lie in the lack of interest in foreign languages, but may be explained by the onset of a systemic reading crisis. However, 24.2% of the respondents still partially agree, and 22.6% agree with the fact that they would like to read newspapers and magazines in foreign languages.

Table 1 - Interest in foreign languages in general and attitudes towards learning English in particular

	Statement	Strongly disagree	Disagree	Partially disagree	Partially agree	Agree	Strongly agree
1	I would like to be fluent in several foreign languages	3.3%	3.2%	16.1%	29%	24.2%	24.2%
2	I would like to read mass media in multiple languages	6.5%	16.1%	16.1%	24.2%	22.6%	14.5%

3	If I travel to a foreign country I try to study its language	3.2%	4.8%	11.3%	12.9%	33.9%	33.9%
4	I prefer to watch films in the original English language	27.4%	15.5%	32.3%	14.5%	6.5%	4.8%
5	I study English with a bigger interest comparing to other subjects	12.9%	17.7%	19.4%	27.4%	17.7%	4.8%
6	I would like to be a proficient speaker of English.	3.2%	4.8%	8.1%	16.1%	25.8%	41.9%
7	I like to study English	4.8%	14.5%	11.3%	30.6%	21%	17.7%
8	When I finish studying English at the University I'll continue studying it afterwards	8.1%	12.9%	12.9%	24.2%	24.2%	12.7%

As for the attitude to the study of English as a foreign language, the level of students' motivation is average. From one side a large number of students (41.9% strongly agree, 25.8% agree, and 16.1% partially agree with the statement) would like to learn English as well as possible. Many of the respondents would like to continue studying English after graduation (17.7% strongly agree, 24.2% agree, and 24.2% partially agree with the statement). On the other hand, a significant proportion of students do not agree with the statement “I study English with a bigger interest comparing to other subjects”: 12.9% completely disagree, 17.7% disagree and 19.4% partially disagree with this statement. In addition, a big proportion of students disagree with the statement “I prefer to watch films in the original English language”. It might be assumed that 37% of the respondents consider listening the most difficult aspect of working on the English language.

Table 2 presents the results of the study on integrative motivation for learning a foreign language. The English language is very importance for students as a means of reading books and watching films in the original English language (question 17). Most of the respondents partilally agree with this statement. In addition, the biggest number of students (40%) agree with the statement that “learning English is important, because I can interact more easily with English-speaking people” (question 14). Large percentage of answers “I agree” in questions 9 and 12 (33.9% and 29%, respectively) allows to conclude that pretty a large number of students consider English as a means of communication with native speakers.

As for the interest in traditions and culture of English-speaking countries, the majority gave a negative answer, disagreeing (22.6%), partially disagreeing (25.8%) or partly agreeing (25.8%) with the statement “I am interested in the culture and traditions of English-speaking countries”. The highest percentage is in the range of "partially disagree" (22.6% and 21%) and "partially agree" (29% and 25.8%).

Table 2 - Integrative motivation

	Statement	Strongly disagree	Disagree	Partially disagree	Partially agree	Agree	Strongly agree
9	English proficiency	8.1%	16.1%	8.1%	21%	33.9%	12.9%

	is necessary for me to communicate with English-speaking friends/colleagues						
10	I study English to communicate with people from different countries	9.7%	11.3%	17.7%	35.5%	17.7%	8.1%
11	I am interested in the culture and traditions of English-speaking countries	8.1%	22.6%	25.8%	25.8%	9.7%	8.1%
12	I would like to have more English-speaking friends and colleagues	8.1%	12.9%	21%	14.5%	29%	14.5%
13	learning English allows me to understand the way of native speakers' life	8.1%	17.7%	22.6%	29%	14.5%	8.1%
14	learning English is important because it will allow me to interact more easily with English speaking people	3.2%	4.8%	8.1%	19.4%	40.3%	24.2%
15	English proficiency allows me to keep in touch with English acquaintances	11.3%	16.1%	21%	29%	14.5%	8.1%
16	When I finish studying English at the University I'll continue studying it afterwards	11.3%	16.1%	21%	25.8%	16.1%	9.7%
17	Knowledge of English allows me to read books and watch films in the original English language	11.3%	9.7%	14.5%	14.5%	25.8%	24.2%

Analysis of the results shows the average level of integrative orientation in learning English for the majority of students.

Table 3 - Instrumental motivation

	Statement	Strongly disagree	Disagree	Partially disagree	Partially agree	Agree	Strongly agree
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18	Knowing English makes me a better educated person	3.2%	6.5%	8.1%	19.4%	29%	33.9%
19	It is hard to find a good job nowadays if you don't speak English	11.3%	4.8%	4.8%	21%	25.8%	32.3%
20	A person who speaks English is worthy of respect	6.5%	1.6%	19.4%	19.4%	30.6%	22.6%
21	The knowledge of English is necessary for me to continue my professional studies	9.7%	6.5%	21%	24.2%	24.2%	14.5%
22	The knowledge of English is necessary for me because I would like to live or work abroad	14.9%	11.3%	16.1%	9.7%	33.9%	14.5%
23	I have to learn English because without it I won't be able to get my diploma	11.3%	12.9%	21%	16.1%	24.2%	14.5%
24	I have to learn English because I don't want to get bad grades in this subject	8.1%	4.8%	21%	30.6%	19.4%	16.1%
25	I believe that a foreign language is a very important part of any educational program	3.2%	3.2%	16.1%	25.8%	32.3%	19.4%
26	I study English so that I can travel comfortably	8.1%	8.1%	8.1%	19.4%	30.6%	25.8%

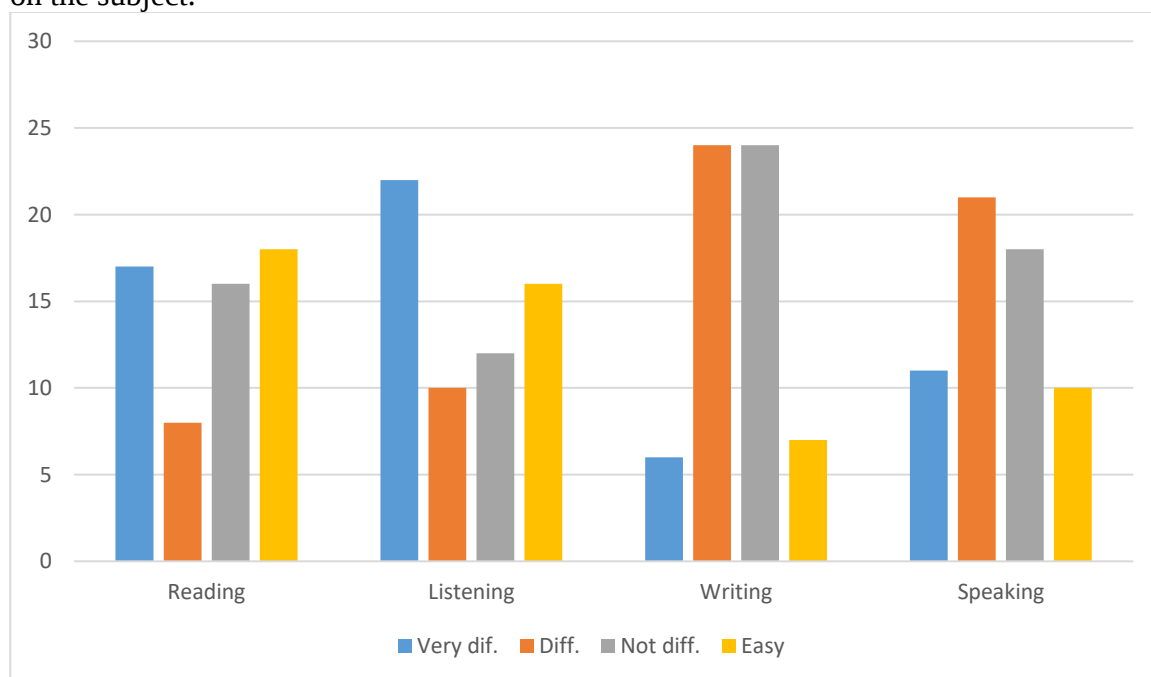
From Table 3 it can be seen that most of the students have a high level of instrumental motivation to learn English. The most significant instrumental motives are the following:

- professional motives testify that a foreign language is learned on the basis of certain pragmatic benefits, such as gaining a prestigious job in the future, expanding career opportunities: 21% of the respondents partially agree, 25.8% agree and 32.3% strongly agree with the statement that it is now difficult to find a good work if you do not know English;
- academic motives are associated with the desire to learn English in order to improve professional level: 25.8% partially agree, 32.3% agree and 19.4% strongly agree with the statement that English is a very important part of university curriculum; a slightly smaller amount of the respondents associate the knowledge of English with continuation of studies in their professional sphere;

- personal motives, namely the motive of prestige, the motive of self-affirmation and the motive of achievement: a larger percentage of respondents agree with the statements “ the knowledge of English makes me a better educated person” (19.4% partially agree, 29% agree and 33.9% strongly agree) and “a person who knows English is worthy of respect” (19.4% partially agree, 30.6% agree and 22.6% strongly agree);
- communicative motives, 19.4% partially agree, 30.6% agree and 25.8% fully agree that they need English as a means of communication for traveling abroad.

It is important to note the negative motives of studying the English language. In this case, students admit they have to learn English to avoid troubles and punishment. Thus, 16.1% of the respondents partially agree, 24.2% agree, and 14.5% strongly agree that they study English only to get diploma.

In addition, 30.6% of the respondents partially agree, 19.4% agree and 16.1% strongly agree with the statement that they should learn English because they don't want to get bad grades on the subject.



The difficulties in learning the English language

Figure 1 shows the competencies of the English language and their distribution according to the degree of complexity of working on them. The biggest difficulties that students occur are connected with listening (23 people). One third of the students' surveyed (29 people) have difficulties with reading comprehension. Listening and reading remain the most difficult language skills.

CONCLUSIONS

The overall results of the study shows an average level of motivation to studying the English language by students in non-linguistic educational programs. Attention should be paid to the difficulties occurring in reading English sources (texts), as well as the watching video content although students demonstrate a high level of interest in these activities.

The analysis of the integrative motivation allows to conclude that it is necessary to create conditions for communication with native speakers. In terms of instrumental motivation, the study helped to identify a group of dominant motives, and they are professional, academic, narrow

personal, communicative. Based on the data received, it has been detected that the level of instrumental motivation is significantly higher than the level of integrative motivation.

This fact indicates that the practical value of studying English is more important to students for it serves as a means of intercultural communication and a tool to expand opportunities for career growth or getting a prestigious job. The results obtained may be important for the optimization of the educational process and the effective teaching of students in non-linguistic educational programs.

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Тілдік емес білім беру бағдарламаларында оқушылардың мотивациясына талдау
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Мотивация шет тілін үйренудегі табысқа әсер ететін негізгі факторлардың бірі болып саналады. Бұл мақалада лингвистикалық емес білім беру бағдарламаларындағы студенттерді шет тілін үйренуге ынталандыру мәселесі бойынша эмпирикалық зерттеудің нәтижелері берілген.

Зерттеудің мақсаты – тілдік емес мамандықтардың студенттері арасында ағылшын тілін үйренуге мотивация түрі мен деңгейін анықтау.

Зерттеуге Ш.Уәлиханов атындағы Көкшетау университетінің 1 курсының 84 студенті қатысты. Талдау шет тілін үйренудегі мотивацияны бағалау әдісіне негізделген (R. Gardner Attitude / Motivation Test Battery) әзірленген сауалнаманы қолдану арқылы жүргізілді.

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Анализ мотивации

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Мотивация считается одним из ключевых факторов, влияющих на успешность изучения иностранного языка. В данной статье представлены результаты эмпирического исследования проблемы мотивации студентов неязыковых образовательных программ к изучению иностранного языка.

Цель исследования - выявить тип и уровень мотивации к изучению английского языка у студентов неязыковых специальностей. В исследовании приняли участие 84 студента первого курса Кокшетауского университета им. Ш.Уалиханова. Анализ проводился с помощью анкеты, разработанной на основе методики оценки мотивации в изучении иностранного языка (Attitude/Motivation Test Battery P. Гарднера).

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THE DEVELOPMENT OF PERSONAL CREATIVITY AS A SCIENTIFIC AND PRACTICAL PROBLEM

The modern society needs individuals who can create something new, who can solve assigned tasks creatively. Thus, along with the acquisition of knowledge, through education students develop their creative abilities. The concept of creativity for the most part refers to the areas of psychology, pedagogics, and art. However, the concept is often found in other fields as well. The problem of creativity was considered by many foreign and domestic scientists in the field of psychology and pedagogics. In these sciences, creativity is defined as a complex, ambiguous phenomenon. Currently, there is no single generally accepted definition of creativity. There are many different views on the concept of creativity, its content and structure.

Keywords: creativity, education, creative abilities, creative competence, creative person.

MAIN PROVISIONS

The beginning of the new century marks the truly global nature of integration processes in the economic, political, financial and information spheres of society. Therefore, today, the problem of people's adaptation and socialization is acute in a rapidly changing modern reality. The most important result of the socio-cultural development of the 21st century was the recognition of the fact that man is regarded as the main creator of historical progress. In this regard, the creative formation of the younger generation is of fundamental importance, which, due to its socio-psychological characteristics, is one of the driving forces for the progressive development of culture, its preservation and enhancement.

And it is no coincidence that the prevailing educational strategy all over the world today is the strategy of forming a creative individuality, aimed at realizing the potential of each student, his creativity as an attribute of spirituality, the basis of self-expression and self-realization. It is the creative activity that is defined as a backbone element of the economic, social and cultural structure of public life, and creatively active people are the national treasure, the wealth of the country. Therefore, the more effectively an individual's creativity develops, the more dynamically and progressively his social life evolution is carried out.