RESISTANCE TO LEARNING IN TEACHING ENGLISH FOR STUDENTS OF TECHNICAL SPECIALTIES

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English has long been playing an important role in all spheres of professional and everyday life. In developing countries such as Ukraine, English is undoubtedly vital criterion by which the status and social position are determined. This applies to the creation of a positive image of specialist who must certainly know foreign language; mostly it is demand for high level English oral and written skills. English helps to be aware of the latest researches, changes, progress and achievements in professional field, being necessary tool for communication with foreign colleagues. It promotes the formation of professional person and ability to obtain higher wages, occupies a worthy place in the world competitiveness. These factors are not the only ones that are of the motivational aspects of learning English, as discussed in the works of both foreign and domestic linguists and scientists (Gardner, Lalonde, Moorcroft&Evers; Scarcella & Oxford; Warden & Lin). Due to studies motivation is crucial for foreign language learning (Dornyei; Oxford & Shearin). It really affects the process of studying, how much effort students make, how much students interact with foreigners using English, how much input they receive in the language being learned, and how long they preserve and maintain foreign language skills after language study is over (Spolsky; Scarcella & Oxford).

Despite the fact that the motivation for language learning is more than obvious and quite large, there is the so-called "resistance to learning" [3]. Students' unwillingness to learn and their resistance to learning process are considered to be a complex problem that requires special methods of solution. Of course, it is the question concerning motivation of a student, but in order to motivate him to study it is necessary to understand the reasons that cause students to be passive in learning and to ignore the need to develop the English language skills. It goes without saying that student's perception of a subject and abilities for learning are personal and subjective, but there are common factors that are considered below.

- The student does not feel the urgent need to use the received knowledge, so he does not seek to receive it. For example, students of first or third years of studying usually do not understand why they need English, if it is used only on their lessons of English. Solving of this problem lays in the humanization of the educational process, i.e. collaboration of English language teachers with teachers of other subjects, homework merger of certain subjects. One of the options is to use online resources. For instance, students can communicate on English-speaking engineering forums and sites, participate in discussions, leave comments. This will also increase interest in the professional field, and the need to use English for personal and professional purposes.

- The student does not see himself in the learning process, that is, it seems that he is not able to actively participate in learning English during classes, and opposes

any attempt to bring him to a group or individual activities. Such students often keep silent because they think it is better to be silent than ridiculous in eyes of groupmates because of mistakes, especially in spoken language [5]. Usually these students have difficulties even trying, and any remarks or low mark confirms their disbelief in themselves making them think that English will never be their strong side. This aspect is psychological and pedagogical problem and therefore requires special attention of teachers. It should be remembered that the mission of the teacher is to make the students believe in themselves [4; 79].

- Fear of the unknown also makes students keep resistant to the English language learning [2; 18], especially for students of technical specialties. They are familiar with the disciplines (exact sciences) where they use certain calculations, algorithms and schemes. They feel uncomfortable dealing with speech activity and subconsciously / consciously resist it. In this case, teacher can try to find some algorithmic approach, apply grammatical material, identifying it with the mathematical sciences, e.g. formation of the passive voice in English should be submitted in the form of formulas.

- The difference in teaching various subjects also makes the student feel dissatisfaction, tension or confusion, leading to resistance to training and demotivate students. Of course, English teacher usually uses a slightly different technique than, say, a teacher of physics or programming theory. Therefore, a student who has most disciplines with a similar teaching algorithm has difficulties in getting used to the rhythm and multilevel tasks that should be performed simultaneously during English lessons.

- Uninteresting topics and irrelevant questions, outdated training facilities and the lack of technical equipment are often a problem for learning. The student does not want to learn, if they do not have good materials and are not provided with technical and material resources. Frustration leads to demotivation and unwillingness to do anything at all. This problem is primarily a problem of the university, its ability to provide students with materials and modern technology in order to provide an opportunity to get the latest updates and light and work out the most pressing issues and problems with both English and other subjects.

- Lack of sympathy for the teacher as well as the behaviour of the teacher is psychological, usually interrelated aspects [3; 27]. Despite the fact that they are subjective, they are quite critical to learning English process. It is worth remembering that learning English is communicative, so the interaction between teacher and student determines the performance and effectiveness of learning English language. Although teacher cannot forcibly induce sympathy, he can always try different approaches in collaboration with the students, using modern methods of teaching. Visiting various trainings and courses can help the teacher to reach out even the toughest and most problematic students, and learn to enjoy their work and feel responsibility for young professionals.

Thus, to increase students' motivation and reduce resistance teacher should:

1. create interrelated themes and issues, case studies, involving teachers of other disciplines;

2. use information and Internet technologies to provide students with opportunities to demonstrate their skills through the use of IT;

3. give clear instructions on how to complete the tasks;

4. check and guide students' activity and work, be objective;

5. eliminate destructive factors (authoritarianism) and not overload students with tasks.

And finally teachers should remember that they will work more productively and effectively understanding and accepting that it is not possible to completely overcome resistance to learning, and that it is unreal to motivate all students. The main mission of the teacher is to create suitable conditions for learning, using all available means.

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