

STIMULATION OF STUDENTS' INTEREST TO LEARN FOREIGN LANGUAGES IN TECHNICAL UNIVERSITIES

L. Lomakina, N. Hordiienko

Kyiv, National Technical University of Ukraine "Kyiv Polytechnic Institute"

lv270707@gmail.com, engl2009@rambler.ru

This article focuses on recent advances in the field of professionally oriented foreign language teaching. The analysis of the main approaches presented by leading local and foreign scientists concerning the realization of competence-based approach in system of vocational training in technical universities is carried out. The criteria of students' professional competence formation, a set of organizational and pedagogical conditions and correctly chosen content of educational and methodical material, methodology of its application, means and methods of increasing the efficiency of the process of students' professional competence formation in technical universities are defined. The problem of formation of motives of students' educational activity, taking into account the specific character of foreign language learning in technical universities is considered. New scientific approaches providing the effectiveness of language professional training of specialists-to-be are offered. The ways of effective stimulation of students' interest to a foreign language learning as a means of forming their professional competence are specified. During the research it was found that the role and functions of a teacher as well as professional qualities are greatly changed in a paradigm of personal-oriented language education.

Key words: the learning objectives of professional foreign language, professional competence, the stimulation of students' interest, professional motivation.

Introduction. Modern higher education with the latest trends in its development poses new challenges to training graduates and developing their personal qualities such as: deep professional knowledge and skills, the flexible ability to use their knowledge, initiative, communication skills, creative activity and readiness for continuous self-development. The specialist training system in technical colleges must meet the evolving needs of society. Therefore, at the present stage one of the main tasks of universities is the construction of such a learning process, which would become the basis for the formation of educational and professional activities for the preparation and training of professionals and promote cultural awareness, broaden their horizons, creative ability to relate to their professional activity.

Competitiveness of a modern specialist is determined not only by his high qualification in the professional field, but also his willingness to solve professional problems in a foreign language communication. Linguistic knowledge allows high school graduates to be aware of up-to-date research that is published in professional journals, makes it possible to find information about the latest achievements of world science and promotes its practical application. Thus, a subject "Foreign Language" aims to foster the educational horizons of students, to promote the socialization of specialists-to-be and to prepare them to live in a multiethnic and multicultural world.

It should be noted that in the field of higher vocational education most students studying in technical specialties are aware of the fact that their successful career is largely determined by the ability to communicate in a foreign language. Thus, they believe that it is not enough to have only a compulsory minimum level of skills in terms of professional foreign language communication received during the training at the university. They are ready to improve their foreign language competence not only during the hours of their compulsory lessons but also during the hours of extracurricular activities.

According to this situation, a scientific search for new approaches to ensure the effectiveness of the language training of future professionals has become highly relevant. Foreign language learning in technical universities should be considered as a means of transferring all socially and professionally relevant information to students, developing skills in the use of foreign sources of professional activity, training future professionals for continuing education. [1, p.54]. In this regard, a priority in foreign language teaching is a professionally - oriented foreign language learning, which provides the formation of the students' foreign language professional communication ability.

The real professional competence of the specialist-to-be starts in the course of the training process for the development of the specialty, this is its foundation. Foreign language knowledge is an integral component of professional competence of higher education specialists.

The low level of foreign language knowledge of technical university graduates and the old stereotype of foreign language learning can no longer meet the

requirements of the specialist-to-be training. Therefore, the issues associated with the developing potential possibilities of a discipline "Foreign Language" in technical higher educational establishment, are the object of scientists' attention.

At present, a wide range of problems are investigated: the foreign language functions of the specialist formation are studied, methods of enhancing students' mental activity in the foreign language lessons are identified [3, p.93], the learning activities, aimed at organization of creative activity of students in the process of foreign language learning are studied [2, p.25], the specific language learning motivation is investigated. Despite the importance of the research, it does not fully solve the problem of students' learning activities organization in a technical educational establishment, which would help develop incentives, interests, motives, emotions and skills training activities.

A lot of attention is paid by the authors to the individual components of educational activity, they identify the conditions for increasing the intellectual development of students, and very little is said about the importance of promoting the interests of students of engineering specialities to study a foreign language for the formation of professional competence.

There was a need to resolve the contradictions: between the society social order for competent professionals who are familiar with a foreign language use in their professional activities, and the current practice of the subject training in higher vocational schools; between the awareness of the specialists' need in various fields of science and production to increase the professional language training and a lack of motivation of technical university students for a foreign language learning; between the students' individual desire to individual language learning and the lack of adequate methods of pedagogical stimulation of such aspirations; between the need for scientific and methodological educational process support in foreign language teaching of technical university students and the level of its equipment.

One of the way to resolve the identified contradictions is to develop and implement a learning process model of professionally oriented foreign language teaching with regard to: organizational and pedagogical conditions of professional competence formation of technical university students; the main interest objectives and motives in a foreign language study in not language high schools students;

possibilities of the subject "Foreign Language" in a technical university in the students professional competence formation as well as the development of intellectual, motivational and emotional spheres.

If we consider the model of professionally-oriented training as a didactic system which is aimed at implementation of the mechanism of language training for technical university students and which provides a scientific justification of organizational approaches to the definition of learning objectives, content selection and structuring of foreign language learning, the choice of forms, methods and means of education, monitoring learning outcomes and its correction, it is advisable to include to the model structure the following components: target, motivational, informative, procedure, control-evaluative components.

Analysis of scientific and pedagogical literature devoted to motivation (G.A. Bokareva, I.A. Zimnyaya, G.A. Kitaygorodskaya, E.B. Passov and many others) showed that the problem of formation of motives of students' educational activity in the process of learning foreign language in technical universities, despite its relevance in solving the problem of professional training, remains underinvestigated, and it is often studied in theory, without taking into account the specific nature of foreign language learning in technical university.

The theoretical basis of research includes the scientific definition of the essence and the peculiarities of professional competence of future specialists in higher educational establishment (A.A. Leont'yev, A.K. Markova, L.V. Sherba and others), the ideas of personal approach in professional activity (O.C. Anisimov, E.N. Bogdanov and others), the role of a foreign language in the development of the personality (A.A. Leont'yev, S.K. Folomkina, L.V. Sherba and others), technologies of training process (N.V. Kuz'mina, B.B. El'konin), a foreign language teaching methodology (I.A. Zimnyaya, G.A. Kitaygorodskaya).

Aim and task. The main purpose of the following research is to identify a set of organizational and pedagogical conditions and to determine the effective ways of stimulating the interest of technical university students to study a foreign language as a method of enhancing their professional competence.

At this investigation stage our task is to analyze the psychological and pedagogical approaches to the problem of formation of technical university students'

motivation for foreign language learning and to identify the scope of a foreign language as a subject for the students' professional competence formation.

The main criteria for students' professional competence formation. The criteria for students' professional competence formation include: interest in learning foreign language; conscious attitude of students to the process of learning foreign language as a professionally relevant discipline; the students' ability to use their knowledge and skills of foreign language in real situations; the ability to use this knowledge in order to retrieve professionally relevant information; creative solution of practical professional problems using the acquired knowledge.

All the factors mentioned above specify the necessity of systematic pedagogical attention to purposeful organization of educational-cognitive activity that is to influence positively on students' motivation stimulation and formation to learn foreign language in technical university.

When carrying out the analysis of effective functioning of the existing pedagogical (didactic) system of training university students for foreign-language speech communication, various forms, methods and means of foreign language training were considered, the ways of its improvement were defined.

A major role is given to the organization of educational and methodological materials, active teaching methods, increasing foreign language learning efficiency (business games, role-playing games, "round tables", etc.) in higher education, individual-oriented programs of students, increasing the amount and the effectiveness of students' independent work. All this stimulates technical university students' interest in learning foreign language, increases their activity in the course of training and helps form stable positive motives of learning foreign language.

The most important organizational and pedagogical conditions for students' professional competence formation. Research showed that the most important organizational and pedagogical conditions for forming a professional competence of technical university students are the following: the creation of systematic goals for the development of interests and impetus as well as the formation of ways of educational activity of students, professional orientation to realization of educational activity which is reflected in intersubject connections; the conscious attitude of engineers-to-be toward a foreign language as to the means of

achievement of higher professional competence; personal orientation of the learning process, which manifests itself in the choice of learning technologies, taking into account the individual characteristics of each student, his ability to learn foreign language and the level of foreign language; the use of computer technology in the process of presenting theoretical material for saving time on practical training; stimulating interest in learning foreign language and enhancing learning and cognitive activity of students through the use of active learning methods to improve the efficiency of the learning process in practice.

Structuring of educational material coupled with the students' educational and professional activities and interdisciplinary approach provides the professional orientation of learning process and forms the conscious students' attitude to a foreign language as to a means of achieving professional competence.

Correctly chosen content of educational and methodical material and methodology of its application provide, on the one hand, absolute implementation of the training program on the discipline "Foreign language", and on the other hand the most favorable conditions for realization of the personal needs of in-depth language training (beyond the requirements of the curriculum).

This is also promoted by the following factors: a high level of methodological training, brightness and novelty of the educational material, its professional orientation; pedagogical skills, professional and personal qualities of teachers training future professionals; wide practical use of active learning methods and modern computer technologies; formation of students' conscious attitude to learning; the ability of students to apply their knowledge in practice; the formation of students' ability to the auto-evaluation.

Ways of students' professional competence formation. Ways of professional competence formation of technical university students include: the determination of motivation objectives of technical university students to learn foreign language, the formation of cognitive intellectual need for studying, the achievement of this goal, the formation of the need to set goal based on the selected motives, the ability to achieve the performance [4, p.117].

Each student motivation to learn foreign language can be shown in many ways, but should be directed to the formation of professional aptitude.

During the research the following means and methods of increasing the efficiency process of formation professional competence of technical university students were examined: individualization, humanization, computer technologies, the improvement of students' independent work, the use of active training methods, strengthening the role of interdisciplinary connections [5, p.45].

Practical conclusions. As a result of the attempts on the motivation of technical university students to learn foreign language the following practical conclusions are made.

The technical university students of the 1st and the 2nd year of study still have no conscious motivation in obtaining professionally significant information in the course of foreign language training. They are partially aware of the need to learn foreign language in technical university and partly recognize its importance for their future profession. Their inability to set tasks and objectives for learning foreign language and to organize independent work on mastering their skills and abilities on this discipline is evidently expressed. Students at this stage generally have educational, social (communicative) and non-specific motives.

According to a survey among the 3rd and the 4th year students the majority of respondents confirm the necessity of learning foreign language in technical university and the importance of this subject for their future profession. They showed a high level of willingness to gain knowledge, paying much attention to their independent work. Many students consider a foreign language as a means of obtaining professionally meaningful information for future specialty. However, at this training level not all students see the sense in all types of foreign language activities. According to the results of a diagnostic cutoff social (communicative) and professional motives come forward.

Analysis of the work conducted showed that for the 5th-6th year students the attractiveness of learning foreign language is not reduced, but rather increased because this knowledge is the source of obtaining professionally relevant information, means of improving the intellectual and professional level. Professional motives are leading. Social (communicative) motives rank second that is natural as reflects requirements imposed to modern engineers regarding possession of good foreign-language communication skills. It is possible to trace the dynamics of

students' motives transition from course to course, which is caused by the changing conditions in the social and professional sphere, re-planning of the purposes, formation of other fixed positive motives for learning foreign language. The professional importance of foreign language learning is proved by the results of students' questioning, surveys, interviews.

During the research it was found that language education in a paradigm of personal-oriented developing the role and functions of teacher, his professional qualities are greatly changed. The development of productive educational activity, autonomy and creativity of students require the teacher to be autonomous, creative and flexible, to be in continuous creative search. The teacher is to develop and deepen the knowledge, improve the professional skills taking into account the practical experience. The ability to a reflexive self-assessment of the professional activity makes a basis of teaching that has to be adjusted to the interests of all parties included in educational process. Foreign language lessons should be built on the basis of individualization and personal approach.

Conclusions. Taking into consideration all the mentioned above, the conclusion can be drawn that the formation of motivation for learning a foreign language in technical university can become the factor in determining the students' professional competence and it allows to show the potential of a foreign language as a subject in the system of students' vocational training. Stimulation of students' interest in foreign language learning and motivation of educational activity is a source of activation of students' work and one of the main conditions for increasing the efficiency of the learning process.

Practical experience in a technical university shows that main difficulties faced by students are the result of unformed motives and the lack of incentives for learning foreign language. The process of stimulating interest and forming motivation to learn a foreign language in a technical university may become a key factor in determining the professional training of students.

For successful process of students' professional competence formation and interest stimulation it is important to create such conditions and situations of learning a foreign language in which the desired motives and goals are developed and implemented in view of the previous positive experience, individual characteristics

and personal aspirations. It is necessary to form a positive and conscious attitude to the educational process. This is a strong motivating factor since the creation of positive emotional sphere in the process of learning a foreign language helps maintain interest to the subject and ensures the correct choice in motivating students.

The research conducted doesn't encompass the comprehensive solution of problems of students' professional competence formation in technical universities by means of stimulating interest and motivation for learning foreign language. At the same time, its results can be used to identify the perspective directions of studying this problem in the future. It would be appropriate to carry out in-depth analysis of psychological factors affecting the efficiency of students' professional training in technical universities; the questions of the newest technologies providing university professors' creative self-development require further development.

ЛИТЕРАТУРА

1. Бокарева Г.А. Совершенствование системы профессиональной подготовки студентов / Бокарева Г.А. –Калининград: Калининградское изд-во,1995. – 264 с.
2. Болотов В.А. Проектирование профессионального педагогического образования / Болотов В.А., Исаев Е.И., Слободчиков В.И. // Педагогика. – 1997. – №4. – С. 67.
3. Вергасов В.М. Активизация познавательной деятельности студента в вузе / Вергасов В.М. – К.: Вища школа, 1985. – 196 с.
4. Ильин Е.П. Мотивация и мотивы / Ильин Е.П.– Спб.: Питер, 2000. – 512 с.
5. Чигринов В.И. Формы, методы и средства активизации учебно-познавательной деятельности обучающихся / Чигринов В.И. – Харьков: ХГУ, 1987.– 91 с.

REFERENCES

1. Bokareva, G.A., (1995). The improvement of system of students' vocational training. Kaliningrad, Russia: Kaliningrad [in Russian].
2. Bolotov, V.A., Isaev, E.I., Slobodchikov, V.I. (1997). Design of professional pedagogical education. Pedagogics, 4,67. [in Russian].
3. Vergasov, V. M., (1985). Activization of cognitive activity of students in higher educational establishment. Vishha shkola, Kyiv, Ukraine: Kyiv. [in Ukrainian].
4. I'in, E.P., (2000). Motivation and motives. St.Petersburg, Russia: Piter [in Russian].

5. Chigrinov, V.I. (1987). Forms, methods and means of activization of students' educational-cognitive activity. Kharkov, Ukraine: Kharkov. [in Ukrainian].

Л.В.Ломакина, Н.Н.Гордиенко. Стимулирование интереса студентов к изучению иностранного языка в технических вузах.

В статье проведен анализ основных подходов ведущих отечественных и зарубежных ученых относительно реализации компетентностного подхода в системе профессионально-технического образования в технических вузах. Определены критерии сформированности профессиональной компетенции студентов, совокупность организационно-педагогических условий и правильно подобранного содержания учебно-методического материала, методика его применения, средства и методы повышения эффективности процесса формирования профессиональной компетенции студентов технических вузов. Рассмотрена проблема формирования мотивов учебной деятельности студентов с учетом специфики изучения иностранного языка в техническом вузе. Указаны пути эффективного стимулирования интереса студентов технических вузов к изучению иностранного языка, как средства формирования их профессиональной компетенции.

Ключевые слова: цели изучения профессионального иностранного языка, профессиональная компетенция, стимулирования интереса студентов, профессиональная мотивация.

Л.В.Ломакіна, Н.М.Гордієнко. Стимулювання інтересу студентів до вивчення іноземної мови у технічних вузах.

Стаття присвячена останнім досягненням у галузі професійно-орієнтованого навчання іноземної мови. Проведено аналіз основних підходів провідних вітчизняних і зарубіжних вчених щодо реалізації компетентнісного підходу в системі професійно-технічної освіти у технічних вузах. Визначено критерії сформованості професійної компетенції студентів, сукупність організаційно-педагогічних умов і правильно підібраного змісту навчально-методичного матеріалу, методика його застосування, засоби і методи підвищення ефективності процесу формування професійної компетенції студентів технічних вузів. Розглянуто проблему формування мотивів навчальної діяльності студентів з урахуванням специфіки вивчення іноземної мови в технічному вузі. Запропоновані нові наукові підходи, що забезпечують результативність мовної професійної підготовки майбутніх фахівців. Вказано шляхи ефективного стимулювання інтересу студентів технічних вузів до вивчення іноземної мови, як засобу формування їх професійної компетенції. У ході дослідження встановлено, що в парадигмі особистісно орієнтованої розвиваючої мовної освіти змінюються роль і функції викладача, його професійні якості.

Ключові слова: цілі вивчення професійної іноземної мови, професійна компетенція, стимулювання інтересу студентів, професійна мотивація.