

**SYSOVA N.V.
MOTIVATIONAL COMPONENT OF THE
READINESS OF AGRO-TECHNICAL
STUDENTS IN THE PROCESS OF FOREIGN
LANGUAGE TEACHING**

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The article deals with motivational component of the readiness of agro-technical students in the process of foreign language teaching. Special attention is given to four distinctive manifestations of internal activity motivation of students. Emphasis is made to communicative motivation as well as professional internal motivation in teaching foreign languages to students of agro-technical specialties.

Key words: students of agro-technical specialties, motivation, motivational component of readiness.

Practical knowledge of a foreign language is extremely relevant for a modern specialist, as it allows qualitative improvement of the possibilities of his/her professional activity. Nowadays knowledge of a foreign language is considered to be an element of personal competitiveness, a factor of self-realization.

However, despite all the undeniable advantages and importance of a foreign language, most students of agro-technical specialties do not consider it as a necessary subject to study. They think that a foreign language is not necessary for their future professional activity; they do not like it because of its complexity, etc. As a result, the motivation to learn a foreign language decreases.

The motivational component of the readiness of agro-technical students in the process of foreign language teaching is one of the components of psychological readiness. Rather, it is made up of heterogeneous processes that perform a self-regulatory function in the individual phases of a behavioral act, primarily before and after an action is performed.

Motivation also explains the choice between different possible actions, between different perceptual options and possible thought contents; it also explains the intensity and persistence in carrying out the chosen action and achieving its results.

The motivational sphere consists of a number of motives: ideals, needs, motives, goals, interests, etc. Knowledge of these motives helps the teacher to influence the individual components of a foreign language learning motivation in a more differentiated way.

Some students of agro-technical specialties are motivated to learn a foreign language to avoid punishment. This way of awakening students' motivation may be very effective. However, it is important to understand that fear of punishment or bad marks, etc. are not the best motives to learn a foreign language while studying at the university. Thus, the use of punishments is only possible at the initial stage. Agro-technical students are also motivated by the results of their own activities and their assessment by the teacher. A number of students are driven by a desire to raise their status amongst their group-mates, as well as a need for recognition. Thus, by identifying students' motives, the teacher is able to select appropriate pedagogical tools that can be used to form motivation, which is a prerequisite for successful learning activities. [1]

There are two types of motivation for learning a foreign language: external and internal. The development and presence of both types is desirable. If the motives that motivate an activity are not directly related to it, they are called external in relation to that activity. If the motives are related to the activity, they are called internal.

One of the main driving forces behind the learning process is internal motivation, which comes from the learning activity itself. There are four distinctive manifestations of internal activity motivation:

— The desire for novelty. Two types of novelty are distinguished: absolute, i.e. no personal past experience and novelty as an unusual combination of familiar stimuli (has a greater appeal). For agro-technical students learning a foreign language their main specialization can be used to teach material that is already familiar to them from their major disciplines; minor additions of new information are possible. In this way, students will understand the importance of language acquisition and also learn a great deal about their major in a foreign language, which will broaden their horizons.

— An aspiration to master the world effectively. The feeling of pleasure in doing something well is the strongest stimulus for intrinsically motivated activity, which can only be achieved through learning. Students should be aware and more importantly feel that something new and useful is being learned, a sense of progress. [3] For example while studying module «Engineering fundamentals of modern production» students of agro-technical specialties learn professionally-oriented texts containing up-to-date information. The texts are sufficient in both volume and content; take into account the agro-technical terminology system to provide notional and conceptual support to the student in his/her professional communication. Moreover the degree of difficulty of the lexical and grammatical material as well as the substantive content of the texts is taken into account. The selected material does not impede the student's understanding of the semantic connections and contributes the development of independent work skills for a deeper and fuller assimilation of the lexical and grammatical material and practicing it in an agro-technical context. The students are taught how to work effectively with a terminological vocabulary and with context language guessing techniques. So professionally-oriented texts containing up-to-date information promote naturally motivated learning of the material and ensure to use it in speech in an appropriate situation.

– Self-determination. It is one of the specific human forms of inner motivation manifestation. Students should feel that not everything depends only on the teacher, but should take responsibility for their activity, draw conclusions and improve and correct them with the help of the teacher.

– Self-realization, self-actualization, self-fulfillment, creative and constructive human «I», which begin to demand its manifestation and realization. Self-actualization can take place in a variety of activities. [2] Self-realization of students of agro-technical specialties is carried out through various types of creative tasks individually or in groups, where the resulting sense of competence, efficiency and self-determination is also manifested.

The main type of internal motivation is communicative motivation, i.e. needs are formed as purely communicative: speaking a foreign language with native speakers, reading special literature, and writing. However, despite the fact that this type of motivation is particularly evident, it is the most difficult to maintain. This can be explained by the fact that in the atmosphere of the native language, the foreign language appears as an artificial means of communication, i.e., communication is mainly conventional by nature, which brings it closer to stage communication. The motivational component of the readiness of agro-technical students for communicative motivation is rather poor due to fact of their low initial knowledge of a foreign language as it is a non-major subject. To improve and maintain communicative motivation of the students Module «Engineering of professional and business communication and its tools» contains such tasks as:

– In pairs role-play booking a stand at the exhibition. (Students are given cards with detailed instructions).

– Write a letter to Mrs. X to explain a delay in...

– Write an enquiry letter to get information about ..., etc.

As a foreign language is not a major subject of the students of agro-technical specialties all tasks contain detailed

instructions, useful phrases and keywords to make the work of the students easier and motivate them to use the information they have learned in given communicative situations. Though, there is always an opportunity for students' self-creation. [4]

Learning motivation occupies a special place in the structure of motivation. The main task of learning motivation is to organize learning activities in the way that maximizes the development of the inner motivational potential of the student's personality. One of the important components of learning motivation is a cognitive motive (acquisition of knowledge and skills). Cognitive motivation is one of the most effective motives for learning. The combination of cognitive interest in foreign language learning with professional motivation has the greatest impact on learning success.

Professional motivation and orientation themselves become a motive for learning activities, they stimulate students' learning activity, their high academic achievements and persistence in overcoming difficulties in learning a foreign language.

Thus, motivation is a complex multilevel system. The motivational component of agro-technical students' readiness to learn foreign languages is characterized by the development of professional internal motivation, which affects the motivation to study all subjects and a foreign language in particular. Therefore, in order to develop professional internal motivation in teaching foreign languages to students of agro-technical specialties, a teacher needs to use elements imitating future professional activity, select up-to-date informative and interesting texts/articles, create situations of success, and make practical classes communicatively-oriented.

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