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## FORMING OF EDUCATIONAL MOTIVATION AMONG AGRARIAN STUDENTS IN THE COURSE OF STUDYING OF UKRAINIAN LANGUAGE (FOR PROFESSIONAL PURPOSES)

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## ФОРМУВАННЯ НАВЧАЛЬНОЇ МОТИВАЦІЇ СТУДЕНТІВ АГРАРНИХ ВНЗ У ПРОЦЕСІ ВИВЧЕННЯ УКРАЇНСЬКОЇ МОВИ (ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ)

### *Abstract*

**Introduction.** *The purpose of this article is to examine the motivational process among agrarian students in the course of studying of Ukrainian language (for professional purposes). The research is relevant due to the objective needs of building an integrated system of language teaching at agricultural universities, as well as developing of methodological tools to improve students' learning motivation.*

**Methods.** *The analysis of the concepts of psychology, linguistics and pedagogy through both theoretical work and empirical research were used to define the role of motivation for the development of students' communicative competence, to find out its impact on educational effectiveness and student's motivation, to identify the factors increasing motivation.*

**Results.** *The specificity of the professional communication skills among agrarian students involves using a communicative approach to language learning, simulations of communication that create maximum convergence of the learning process and a real professional communication in Ukrainian.*

**Discussion.** *Further investigations are needed to clarify the conditions for successful acquisition of communicative competence of non-philological students.*

**Keywords:** *Ukrainian language (for professional purposes), language learning motivation, motive, motivation improvement strategy.*

### *Анотація*

**Вступ.** *Актуальність дослідження навчальної мотивації студентів аграрних вишів у процесі вивчення фахової української мови зумовлена об'єктивними потребами побудови цілісної координованої системи навчання мови в аграрних ВНЗ, вироблення методологічного інструментарію для підвищення навчальної мотивації студентів.*

**Методи.** *У дослідженні, за допомогою теоретичного аналізу концепцій психології, педагогіки та лінгводидактики, а також емпіричного аналізу, здійснена спроба визначити роль мотивації для розвитку комунікативної компетенції студентів, з'ясувати вплив мотивації на ефективність навчального процесу та виділити чинники підвищення мотивації.*

**Результати.** Специфіка формування навичок професійного спілкування у студентів аграрних вишів полягає у використанні комунікативного підходу в навчанні мови, моделюванні ситуацій спілкування, які створюють максимальне зближення навчального процесу й реальної професійної комунікації українською мовою.

**Перспективи.** Вважаємо перспективною подальшу розробку питання умов успішного набуття комунікативної компетенції студентами нефілологічного профілю.

**Ключові слова:** фахова українська мова, навчальна мотивація, мотив, стратегії підвищення мотивації.

#### **Анотація**

**Вступ.** Актуальність дослідження учебної мотивації студентів аграрних вузів в процесі вивчення ділового українського мови обумовлена об'єктивними потребами побудови цілісної координованої системи навчання мови в аграрних вузах, виробки методологічного інструментарія для підвищення учебної мотивації студентів.

**Методи.** В дослідженні, з допомогою теоретичного аналізу концепцій психології, педагогіки і лінгводидактики, а також емпіричного аналізу, здійснена спроба визначити роль мотивації для розвитку комунікативної компетенції студентів, вивчити вплив мотивації на ефективність навчального процесу і виділити фактори підвищення мотивації.

**Результати.** Специфіка формування навичок професійного спілкування студентів аграрних вузів заключається в використанні комунікативного підходу в навчанні мови, моделюванні ситуацій спілкування, які створюють максимальне зближення навчального процесу і реальної професійної комунікації на українській мові.

**Перспективи.** Считаем перспективною подальше дослідження умов успішного розвитку комунікативної компетенції студентів нефілологічного профілю.

**Ключевые слова:** ділова українська мова, навчальна мотивація, мотив, стратегії підвищення мотивації.

**Introduction.** Modern life requires specialists of various fields, including agricultural sector, being able to demonstrate a high level of professional language competence. The Law of Ukraine On Higher Education, National Education Development Doctrine, National Strategy for Education in Ukraine 2021 establish the strategic objectives of educational content reforming, which primary focus is on preparing a competent specialist – a linguistic persona. Recommendation of the European Parliament and of the Council on key competences for lifelong learning defines communication in the mother tongue language as one of the key professional competencies alongside communication in foreign languages, knowledge in science and technology, computer literacy, the ability to learn, social and civic skills, initiative and entrepreneurship, cultural awareness and self-expression [10].

According to I. Lopushynsky (2006), the role of the state language in the process of education at universities and higher educational institutions relates not so much to the need for study the business Ukrainian language as such, as the need for assurance, that the university graduate to be getting proper language training to provide functioning of the state language in his future professional life.

The importance of the research is highlighted by the objective need of developing the methodological tools to improve students' language learning motivation. Therefore, it is crucial to examine and analyze the reasons for the lack of learning motivation, which affects the student attitude to language learning, as well as to distinguish the strategy to increase learning motivation while studying the Ukrainian language (for special purposes) course. It's necessary to develop an integrated system of business Ukrainian language learning at agrarian higher educational establishments.

**Analysis of recent research and publications.** The literature on the problem of learning motivation shows a variety of approaches, including the focus on the process of educational

motivation formation (V. Aseev, L. Vygotsky, P. Galperin, C. Eames, M. Eldermen, J. Winter, B. Zimmermen, A. Leontiev, A. Markov, P. Pintrich, E. Shorokhova, P. Jacobson); considering motivation as a leading factor, that determines the individual's cognitive needs (L. Bozovic, C. Williams, S. Dorney, V. Ilyin, V. Sonin); highlighting the conditions, that contribute the formation of positive student motivation in terms of teaching/learning process (N. Volkov, A. Hebos, S. Zanyuk V. Kikot, W. Mickle, V. Poljanskaya, A. Tarnopolsky, V. Yakunin); defining the role of training activities professional orientation (O. Bashkyrtseva, Hebos A., B. Notkin, L. Obraztsova, L. Panova and others). An interesting approach to this issue has been proposed by Ukrainian language education researchers. In particular, domestic scholars have handled some problems of language competence gaining (A. Belyaev, M. Vashulenko V. Melnychayko M. Pentylyuk, Plakhotnik V.), the process of native language learning (O. Goroshkina, E. Dmitrov, T. Donchenko V. Dudnikov, S. Karaman, K. Wagtail, G. Onkovych T. Symonenko, M. Stelmahovych, I. hamsters), methodological principles of non-philological students language teaching (O. Lyubashenko, A. Mitrofanov K. Motina, L. Sexton, N. Suvorov).

Nevertheless, there are still some interesting and relevant problems to be addressed. In view of the fact that the Ukrainian language (for special purposes) course is included in all Bachelors' Degree programs, the problem of increasing of learning motivation in language classroom at agrarian university needs further scientific understanding and justification.

The aim of this paper is to determine the role of motivation for the development of student's communicative competence, to clarify the impact of motivation on the effectiveness of the training process. With this goal, this work seeks to select factors increasing learning motivation while studying Ukrainian language (for special purposes).

**Methods.** The analysis of the concepts of psychology, linguistics and pedagogy through both theoretical work and empirical research were used to define the role of motivation for the development of students' communicative competence, to find out its impact on educational effectiveness and student's motivation, to identify the factors increasing motivation.

**Results.** The focus of resent research has been on the field of theoretical bases of motivation, general ideas of its mechanisms, and impact of motivation on student educational activity and the effectiveness of learning. However, studies on language learning motivation are still lacking. Therefore, it is possible to further improve the problem of student learning motives formation.

Motivation is considered as a set of motivating factors, that influence the orientations, motives, needs, incentives, situational factors that motivate human behavior (Zvierieva, 2008), system impulses, that cause the activity of the organism and determine its direction (Stepanov, 2006).

Traditionally, in the basis of human motivation the internal (needs, motives, goals, intentions, desires, interests) and external causes (incentives) are distinguished. External motivation is formed with a number of factors, such as the ability to find employment, student's social welfare, his attitude towards teacher, compliance with professional training materials and educational needs.

Due to the landmark survey among agricultural university students, the causes of poor learning motivation are mostly related with adverse socio-economic conditions, generating uncertainty about their future. Students have no assurance that academic performance will lead to their further professional success. It should be noted, that foregoing problem of Ukrainian educational system is not unique. The 'inflation' of higher education as such is a global trend, associated with the mass education growth. In many European countries, including Ukraine, higher education has been changed from a particular privilege to social standard, especially for urban residents. Higher education is now considered as a necessary (but not sufficient) condition for obtaining a better job in the future and moving up the social ladder steps. In

Ukraine and other former Soviet states, where higher education in the past gave some real social benefits, further expansion of the education system has been promoted by social conscience inertia [2].

Following M. Ford, who distinguishes forming, directing and regulating the stability of human behavior among the main motivation functions (Ford, 1992), Z. Dörnyei considers motivation as one of the main factors that directly affects the behavior, on account of the fact that motivation determines the choice of a particular action, and efforts that will be made to achieve the goal. "Motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it" (Dörnyei, 2001).

Researchers, working in a field of motivation, substantiate a close relationship between the students' motivation, their self-esteem and external factors such as the complexity of the task or objectiveness of the knowledge assessment system (Bandura, 1997). Considerable attention was also paid to social conditionality of learning motivation. Different factors affecting learning motivation, such as expectations of success, fear of failure, their confidence, the experience of past achievements and failures, self-importance, the orientation of the target, have been distinguished by scholars in psychology and pedagogy.

M. Alderman (2004) considers goal as a key and overriding factor in creating positive learning motivation. Goals guide human's attention and actions, mobilize efforts, support strenuousness, and create conditions for an action plan and developing strategy, as well as providing the ability to control the progress. B. Zimmerman (2000) specified three important characteristics of intrinsic learning motivation: self-observation, self-control and self-analysis. K. Ames (1992) summarized the basic tools that promote a motivational pattern as class-room structures that can influence the salience of a particular goal and hence its adoption. The central elements of high intrinsic motivation are: the task that focuses on the meaningful aspects of learning activities and offers reasonable challenge to students; the teacher's authority, helping students participate in the decision making and giving opportunities to develop responsibility and independence; evaluation practices, that include standards, criteria, and methods, as well as the frequency of the content evaluation.

Z. Dörnyei (2001) offered three levels of motivation in language learning: language level, learner level and learning situation level. The determining point on the *language level* is its social significance. On the *learner level* the major components of motivation are: language proficiency, desire to learn the language, the need to achieve certain educational goals, self-confidence. The system of *external factors* of learning motivation focuses on the training course itself (interestingness, matching to learner's needs, expectations and the rate of satisfaction of the course), the teacher (perception of the teacher, the type of educational process, the level of control and autonomy in learning process, feedback from the student) and the group (focus on a common goal, reward system, focus on competition, cooperation or individual work).

The main components of Z. Dörnyei's (2001) framework of motivational teaching practice as a purposeful process involves *planning* (expression situational needs, establishing a hierarchy of needs, analysis of changing needs, analysis of communication needs, planning strategies and objectives of motivation, the choice of motivation methodology), *generating* (preconditions creating, providing rewards for results and confidence in goals achieving) and *protecting* (control of motivation, comparison and correction of results).

C. Williams & K. Williams (2015) single out five key components of student's positive motivation: *the student*, that have access, opportunity and interest in education; *the teacher*, that provides student a proper material, directs and controls the learning process, and interacts with the student; *the material*, that is adequate, modern and meet present and future professional needs of the student; *the methodology*, that stays creative and provides modeling tasks that student can apply in real life; *the environment*, welcoming, positive and safe.

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Considering motive as an integral way of human activity organizing, N. Klimenko (2005) proposed three key criteria of teaching and learning activity motivation: *motivation awareness* (understanding of the motive structure, decisions validity), *emotionally valuable relations* (presence of cognitive interest expressed as learning needs and motivations) and commitment to the teaching and learning activity (intensification of the subjective position of the individual in educational process).

O. Lyubashenko (2008) considers lingvodidactical strategy as a powerful mean of maintaining the positive motivation while teaching business Ukrainian. The strategically organized methodology of teaching the Business Ukrainian course for non-philological students contains following motivational resources: didactic learning objectives awareness (acquiring speech skills); awareness of the theoretical and practical knowledge importance (development of student's linguistic identity); emotional and pragmatic learning component (enjoyment of language proficiency, satisfying cognitive interest, emotional aspect); understanding of the perspective directions of scientific concepts studying (stimulating research and creativity during solving students' linguistic and sociolinguistic issues); professional focus of training activities (professional text perception and production); problem tasks and situations exercising in training activities.

N. Chernyak (2013) conducted an attempt to systematize the conditions that influence the formation of students' positive motivation. In particular, the system of teaching/learning motivation includes the following components: teacher's professionalism, considering student as a competent person, promoting students' self-determination, creation of supportive emotional climate, considering learning as a cognitive process, encouraging in teaching/learning process, and awareness of the immediate and ultimate goals of learning, professional orientated training activities, availability of educational content, success-based organization of educational process.

Communication motives may be considered as the main indicator of motivational component of education formation. The structure of the communicative motives in teaching Business Ukrainian, due to T. Hannichenko (2011), includes following components: students' awareness of the role of professional communication in language learning; students' personal enrichment and acquisition of verbal skills, geographic and linguistic knowledge within the professional and intercultural communication; progression of complex communicative skills and its innovative usage with a view of educational tasks solution; self-assertion and self-realization of student as an individual; meeting the needs of the professional knowledge of terminology, the language of business documents, formulas of politeness.

Positive motivation in Business Ukrainian teaching for non-philological university students is directly related to satisfaction of communication, cognitive and instrumental needs of student. Gained knowledge has to be related to its practical application, and, as a result, adaptability to future professional engagement. Therefore, it is important to focus learning objectives for obtaining the necessary skills that will lead to further improvement of language skills. Setting short-term goals interconnected with distant goals helps students to realize the importance of acquired knowledge for his professional development.

In that context it is appropriate to use the method of business games, entailing simulation of practical professional situations that require student to draw up certain types of documents, work out behavior strategies during interviews or business meetings, or carry out tasks calling for mastery of course material that correspond to real-life needs.

The course of Ukrainian language should become interdisciplinary in its nature with a direct link not only to professional disciplines, but also to foreign languages learning (academic writing as a way of integration into the international scientific community), the analysis and critical re-evaluation of language policy based on comparisons of language laws in different states (independent research projects, roundtable discussions). However, this expansion of

discipline boundaries requires teacher to track not only linguistic science on the move, but also social, political and economic life of the society.

As rightly observes M. Ford (1992 : 202), ‘There are no magic motivational buttons that can be pushed to “make” people want to learn, work hard, and act in a responsible manner. Similarly, no one can be directly “forced” to care about something. Facilitation, non control, should be the guiding idea in attempts to motivate humans.’ Independent student work is primarily aimed at the reorientation of the learning process, developing skills of independent knowledge acquirement. Educational reforms of recent years include shifting to independent work of the student, which means its reliance on deep inner motivation. Independent work potentially leads to greater student initiative, but requires much more effort.

Consideration student as an active participant in the learning process require an effective self-monitoring system, organized on following principles: 1) students’ engaging in course content defining provides that material and teaching methodology correspond with student’s professional needs; 2) training process is based on adequate tasks and tools for progress tracking; 3) presence of self-control instruments.

These conditions contribute creation of student’s learning trajectory within the discipline, at this rate an objective assessment is based on the results of students’ in-class activity, independent research work, and tests check. Carrying-out long-term projects that require specific tasks in the course of studying the discipline, as well as small assignments leading to the general goal enables facilitation of learning.

Final products of independent research projects: independently compiled dictionary of terms – provides developing of student’s basic professional vocabulary, analysis of terminological vocabulary origin; independent translation of scientific texts – processing and interpretation of scientific text develop not only translation skills, but also academic Ukrainian writing skills and student’s scientific thinking in general; independent study of scientific literature, writing reports and reviews - developing skills of professional analytical text processing.

A powerful tool for integration of the Business Ukrainian language course in modern educational space is use of new educational technologies, including using Internet, working with databases, mobile applications and electronic dictionaries, creating mixed online/offline courses, using the language in an informal conversation through social networks and more. Business Ukrainian language course is practical by its nature, which creates prerequisites for using blended learning technologies, when theoretical material is placed on a distance learning platform and in-class activity aimed primarily at the practical use of gained knowledge with an emphasis on the professional skills. However, it is necessary to assess students' readiness to use such technology adequately, and realize that information technologies in learning process can't be a goal in itself, but function as a means of educational process effective organization. It is necessary to identify two things apart – the motivation to use information technology in teaching/learning process and motivation to use information technology itself. Students may be interested in innovative teaching aids, but it does not necessarily have an impact on the effectiveness of learning.

Thus, the Business Ukrainian Language course in the eyes of student should be seen not as one of the humanity disciplines, but as an applied discipline that helps to acquire necessary professional skills, and provide tools for further professional growth. Professional orientation of the course is one of the necessary factors for the formation and development of agrarian specialists, providing differentiated training, based on educational needs of student.

**Discussion.** Development of professional communication skills of agrarian universities students is configured with the communicative approach to language learning, simulation of communication acts that create maximum convergence between learning process and real-life professional communication in Ukrainian. The effectiveness of learning, and mastering

professional Ukrainian language in particular, depends on positive learning motivation. Analysis of the main factors of the positive learning motivation creation, such as focus on application of acquired knowledge in further professional activities, independent work and the use of informational technologies, allows distinguishing the basic ways to inspire student. Further investigations are needed to clarify the conditions for successful acquisition of communicative competence of non-philological students.

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