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MOTIVATIONAL PECULIARITIES OF FOREIGN STUDENTS FOR THE UKRAINIAN LANGUAGE LEARNING

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***Abstract:** Authors of the article consider the notion of "motivation" and its types. Peculiarities of foreign students' motivation while studying Ukrainian as a foreign language are determined. Various approaches to the motivation understanding are generalized. Differences between motive and motivation have been specified. Own interpretation of the motivation in modern scientific discourse has been offered. The requirements to the exercises for increasing students' motivation are analyzed as well as approaches to the problem solution.*

***Keywords:** motivation, foreign students, Ukrainian as a foreign language, types of motivation, motivation factors*

INTRODUCTION

The radical changes taking place within the last decades in the political and socio-economic life spheres in Ukraine, their aspiration for active and effective cooperation with the western countries have influenced the expansion of the Ukrainian language functioning as a foreign language. Our article induces reconsidering the purpose, tasks and content of teaching Ukrainian as a foreign language. Nowadays new political environment, international cooperation and international contacts require a profound knowledge of the Ukrainian language.

MATERIALS AND METHODS

Modern methods of teaching foreign languages solve complex and responsible tasks, i.e. from teaching foreign-language communications in certain spheres of human activity up to forming a person capable of communicating with representatives of other cultures (I. Zimniaya, G. Kitajgorodskaya, V. Safonova, I. Khaleieva). The problem of motivation was investigated by O. Leontiev, S. Rubinstein, D. Uznadze, P. Jakobson, R. Hardner, V. Bodrov, J. Verna, E. Zeier, E. Klimov, M. Priazhnikov, A. Maslow, V. Semychenko, D. McClelland, M. Kondratiev, S. Pakulina, H. Rogova, N. Arystova, O. Serheienkova et al. The development of the motivational theory was engaged into the sphere of foreign psychologists' research. Famous German scientist Hekhausen (2006) presented theoretical and methodological analysis of motivation achievement, theoretical development of this phenomenon, results of his experimental researches and approaches to diagnostics. In his work "Motivation and Activity", he proposed

a summary account of the motivational psychology bringing this area to a fundamentally new level. Applying techniques of other scholars (Murray, 1938, 1943 & Morgan, Murray, 1935), including the use of the thematic apperceptive test, he contributed measuring the trends of "hope for success" and "fear some failures". The original concept of motivation, synthesizing the views of B. Spinoza, V. Wundt, K. Lewin, W. James, W. McDougall et al that correlates motivation and emotions, was presented in the monograph "Psychology of the development of motivation" (Vilyunas, 2006), where is arguing that emotions generate motivation at the level of the psyche. It is a variety of emotional relations, which are determined by motivation that serve as the guideline, subsiding to which the individual performs the actions necessary for life.

David McClelland made significant contribution to the motivation development. While carrying out special studies, he found that "the motive of achievement" was a key factor in the economic growth (McClelland, 2007). To achieve the goal, people with clear needs perform tasks, assume responsibility for their activity's results, seek for the feedback on their success and try to invent or master new, more effective ways to accomplish various tasks.

At present, motives of educational activity are studied by domestic psychologists and educators (I. Hlykman, V. Kovalev, A. Markova, T. Matis, A. Orlov, V. Yakunin, N. Skorokhodova et al). Today there is no single theory that could identify all factors of the motivational process.

The *main purpose of this work* is to consider the concept of "motivation", its types, to distinguish motivational features of foreign students in learning Ukrainian as a foreign language. The *main scientific results* are obtained by means of applying a set of general scientific and special research methods, viz. systematization and generalization, theoretical generalization, analysis and synthesis.

RESULTS

Globalization in the higher education along with others spheres has exacerbated the motivational problem to study foreign languages, Ukrainian in particular. It involves an increase of the role of personal contacts of people and therefore, verbal communication, viz. multinational.

The Latin word "movere" (to move) is the basis of the "motivation" concept. Later, the motivation concept has been used in the sense of "factors set" that cause the activity of the people and determine their behavior (Peltonen & Ruohotie, 1992). According to I. Zimniaya (1989), the motive is something that explains the nature of linguistic action, while the communicative intention expresses the communicative aim pursued by a person, planning certain influence form on the listener. A. Markova (1983) defines a motive as something that motivates a person to be engaged in activities. Motivation is a common term for processes, methods, and means of motivating students to produce effective cognitive activity, mastering effectively the content of education, whereas educational motivation is an inclusion into educational activities. Positive motivation for learning is a profound knowledge of the new material with the realization that the result will bring satisfaction (Naumova, 2009). A. Petrovsky & M. Yaroshevsky (2003) define the motive as a driving force, for which people spend their vital energy.

Motivational problems are important in the study of each discipline, especially in the study of a foreign language as a second, because the peculiarities of the person require a certain base of communicative abilities. Sometimes it is difficult to perform; therefore, motivation for learning a foreign language weakens or disappears altogether eventually. Motivational problems are studied within the activity approach to learning developed by S. Rubinstein, O. Leontiev et al. For the effective organization of the educational process it is necessary to recognize that, firstly, an in-depth knowledge of the students' motives is crucial and secondly, it is necessary to identify and manage them correctly. The psychological issues of motivation in teaching foreign languages are considered by A. Alkhazishvili, I. Zymnia, O. Leontiev, N. Symonova et al. Based on these works, motivation is understood as the system of inducing impulses that direct the educational activity in the case of a positive teacher's direction, on a deeper study of the foreign language, its improvement and the desire to develop the needs of foreign language knowledge. In this case, the key and decisive factors are personal experience, context of activity, interests and predispositions, emotions and feelings, outlook or status in the group etc. It allows students to get a real motivation. E.g., according to I. Bim (1989), it is not a stimulation, but an internal stimulus that works. Motivation turns out to be a direct product of the teaching method. The scientist emphasizes that teacher faces a number of problems, but the main thing is the use of interpersonal relations and the creation of emotional well-being, which, in turn, provides an increase in the effectiveness of foreign language teaching and communications.

Let us consider some types of motivation. Thus, P. Jacobson analyzes a broad social motivation characteristics (external); he considers this type of motivation as a learning process, associated with an acutely experienced civic duty sense to the country, with a view of teaching as a way to accomplish people's purpose in the life. Narrow personal motivation determines the attitude to the language mastering as a way of self-affirmation. Here a wide moral range is possible from civil motives to narrow-minded ones. The stimulating effect of the external motivation on the learning process can be quite powerful. It is important to build a learning process such way that students feel the approach to the goal at each of their steps.

R. Ryan & R. Franklin define internal motivation as a tendency to find novelty and choice for the development and application of own abilities for the research and learning spheres. Researcher behavior is a subjective assessment of its skills in solving problems that have been set (Viliunas, 2006). According to the self-determination Ryan's theory (2000), a person has three innate needs: competence, connection with others and autonomy. Author argues that a competence is a prerequisite for motivating the study of the world and reacting to difficulties. However, according to scientists, before gaining competence, one should learn autonomy.

If external motivation performs a *strategic role*, then the internal motivation is *tactics*, because the language proficiency process stimulates it. The communicative kind of internal motivation is the main one, because mastering the communicative ability is the natural need of foreign language learners. However, a motivational type is difficult to maintain. The fact is that while learning a foreign language in the atmosphere of the native language, a foreign language appears as an artificial communicational

means. In addition, so-called *natural situations* used in communication, are artificial, in fact. Next kind of internal motivation is the linguistically cognitive, which consists of the students' positive attitude to the language matter, to the study of the basic linguistic signs. There are two possible forming ways: (1) mediated, i.e. through communicative motivation and (2) direct, i.e. by stimulating students' search activity in language material (Naumova, 2009).

The complexity and versatility of the increasing motivation directions, as well as the preservation and development of students' interest to the Ukrainian language have been emphasized by A. Markov, M. Lusher, M. Bezrukyi, O. Khomukhy, S. Shatsky, V. Myasyshchev, B. Ivanov, N. Morozova, etc. They offer different ways to solve this problem: (1) the creation of a special system of exercises, doing which students would feel satisfied with the result of their activities; (2) involving the emotional sphere in the learning process; (3) the nature of teacher's pedagogical influences, viz. the presence of incentives and reinforcements; (4) using of audiovisual means; (5) using individual approach. High motivation in classes indicates the desire of foreign students to gain the necessary knowledge, skills and abilities in the Ukrainian language for education, as well as to expand their knowledge related to the cultural and historical past, the peculiarities of its mentality and experience accumulated over many centuries of social life, traditions, customs and other socio-cultural information. The importance in the formation of the foreign students' motivation in the study of the Ukrainian language is the subordination of the educational process to the principle that unites the members of the group into a team. This is the principle of collective interaction, one of the main principles developed by G. Kitajgorodskaya (2009). The principle defines the following organizing way in a learning process, where: (a) students communicate actively with each other, exchanging educational information, thereby expanding their knowledge, improving skills and abilities; (b) there is favorable relations between participants, which are means of the effective learning and creative development; (c) personal success is the team success. The content of the learning materials has an important role in a study's motivation. Not all educational materials can encourage a motivation, but only the information that meets the students' needs. The increase in the motivation occurs due to: (1) the involvement of students in independent work in the classroom; (2) problem tasks and situations; (3) control of knowledge, skills and abilities; (4) country studies material; (5) benevolent attitude (Naumova, 2009). An important factor in the creation of the motivation is the teacher of the Ukrainian language, which makes conditions for the development of language learning and cognitive interest, influencing the motivational structure through the definition of personal and meaningful learning goals. E.g., L. Hubanova (2013) notes the teacher's ability to influence the formation of students' self-education. I. Bashmakova (2010) emphasizes the role of the teacher in the construction of long-term and short-term learning goals, their control and adjustment when teaching a foreign language.

CONCLUSIONS

The students' educational motivation determines their educational activity level; indicates the direction of this activity and organizes work on overcoming difficulties.

The motivation stable level formation requires from the teacher to take into account students' personal experience, interests and inclinations, emotions and feelings etc. It is necessary to create specific conditions, when students will rise a personal interest and need to learn foreign language. The need for study should correspond to such types of internal motivation as communicative (direct language communication), linguo-cognitive (positive attitude to the language) and instrumental (positive attitude to different kinds of work).

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