

Review research paper

IMPROVEMENT OF THE STUDENTS' MOTIVATION IN FORMING PROFESSIONAL FOREIGN LANGUAGE COMPETENCE

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Abstract. *The article deals with the issues of students' motivation for foreign language learning in non-linguistic universities. Motivation is regarded as a factor giving focus to educational activities, dynamic character and determinant of its success. The paper presents a theoretical analysis of methods to improve students' motivation in learning foreign languages and results of the research carried out at the medical university. During the research we studied students' foreign language level: knowledge and skills, willingness to learn a professional foreign language with the use of an interview and a placement computer test. A survey of the 1st year students in order to find out the motives for learning foreign languages with the help of a special questionnaire developed by us was conducted. Such diagnostics made it possible to obtain information about students' level of motivation in foreign language learning, their initial level of proficiency, and understanding the purpose of learning foreign languages. To improve students' motivation a model of professional foreign language communicative competence development in e-learning environment was designed and introduced into the educational process of the medical university. The content-procedural module of the presented model includes technologies of foreign language virtual communication: e-mail, webinars, videoconferencing, an LMS Moodle. The authors believe that the students' motivation in foreign language learning is associated with the prospective personality development, namely the formation and development of professional competencies, mastering new knowledge and skills, getting experience.*

Key words: *motivation, successful learning of foreign language, model of professional foreign language communicative competence*

1. INTRODUCTION

In the condition of the globalization process, a practical mastering of foreign languages becomes an important component of successful employment and the subsequent career growth of specialists in various fields. An essential component of the professional training of specialists is the development of professional foreign language communicative competence,

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which ensures the ability to communicate in professional sphere. Nowadays future (medical students) and qualified specialists (doctors) are required to have such a level of proficiency in a foreign language that would make it possible to use it both “as a tool of knowledge”, and as a “means of obtaining new knowledge”, and as “a tool of communication in the dialogue of cultures and civilizations of the modern world ” (Azimov and Shchukin 2019).

However, not all students of medical universities are able to plan their professional future in the 1st year, when they have a course of foreign language and a professional foreign language communicative competence is formed, therefore, the priority task of teachers is to form and maintain motivation in learning a foreign language.

Despite the fact of the increasing foreign languages role in our life, the process of foreign language training has still many unsolved problems in non-linguistic specialties. The main reason is the complexity of this process in the given conditions.

There are a lot of factors affecting the learning process, such as:

- insufficient number of academic hours for the discipline Foreign language (FGOS 3 ++: Medicine 2020);
- nonhomogeneous level of students’ knowledge;
- curriculum imbalance, according to it the study of a foreign language is completed, as a rule, before the start of specialized courses in core subjects;
- low motivation of students in foreign language learning.

The purpose of this research is to study, classify and make a comparative analysis of the motivation of medical students in learning a foreign language and present one of the ways to develop a professional foreign language communicative competence of a health professional by means of e-learning environment.

Motivation takes a special place in the variety of factors and conditions which impact the effectiveness of learning in developing a professional foreign language communicative competence. It gives focus to the learning activities, selectivity, meaningfulness, dynamic character and it determines its success. Thus, motivation is a common problem facing not only teachers, but also students and it is characterized by the complexity and variety of approaches to understanding its nature.

Motivation for learning activity is considered by scientists as a multifunctional system of motivators, including needs, motives, goals, interests, inclinations, ideals, emotions (Maslow 1999). From this point of view, the most interesting thing is the definition of I.A. Zimnaja, who characterizes motivation “as a complex, multi-level unequal system of motivators, including needs, motives, interests, ideals, inclinations, attitudes, emotions, norms, values, etc.” (Zimnaja 2016). Research analysis of scientific literature on the motivation issues allows us to conclude that motivation is also considered as a set of persistent motives, intentions determining the content, orientation and nature of an individual’s activity and its behavior (Konyukhov 1996); as a system of “interconnected and subordinate motives of human activity” (Oleshkov and Uvarov 2006); “motives inducing actions and causing activity of the organism, determining its focus of educational motivation ” (Bleicher and Crook 1995), as a “system of factors determining behavior” and as a characteristic of a process “that stimulates and supports behavioral activity at a certain level” (Maklakov 2010); “process of motive action” (Azimov and Shchukin 2019).

The definitions given above indicate that motivation is a complex systemic union, which is the core of the personality, to which its properties, such as value orientations, emotions, claims, social expectations, attitudes and other socio-psychological characteristic are directed (Zimnaja 2016). Since we talk about a foreign language teaching, we are primarily interested

in educational motivation, i.e. type of motivation included in the learning activities. Learning motivation is influenced by a number of external factors characterizing learning activities.

It is determined by:

- the educational system itself, the educational institution;
- organization of the educational process;
- subjective features of students;
- subjective features of the teacher, concerning, first of all, the system of their relationship to students;
- the specifics of the subject.

Despite the differences in understanding and approaches to study motivation, all researchers agree that several stages or blocks can be distinguished in the structure of motivation: the impact on a person of any stimulus, the occurrence of a certain need on the basis of this stimulus, the activation of the corresponding motive, the impulse to action and the action itself.

When observing students in non-linguistic universities we noticed that they were polymotivated for educational activity in studying a foreign language, i.e. it is controlled by a group of motives performing stimulating, guiding and regulatory functions.

The groups of motives relevant for teaching foreign languages include: external and internal; sustainable social motives (positional, affiliation); motive of novelty; motive for avoiding trouble; situational motives; substantive procedural motives; achievement motives.

We take the view of U.M. Bobritskaya, the researcher who identified the following types of motivation for the students' educational activities in foreign language learning:

- 1) situational motivation caused by external factors and sustainable one, determined by internal intentions;
- 2) relevant motivation directly connected with the foreign language learning activity and irrelevant one, not directly related to learning and development (for example, the desire to get high mark, credit on a subject);
- 3) personal one, managed by personally significant motives and motivation, controlled by social motives.

For the students in a non-linguistic university, the increasing complexity of the personal motivational structure applied to a foreign language training comes from situational, irrelevant motivation, controlled by social motives - to the relevant personal one, managed by personal and cognitive motives (Bobritskaya 2015).

The above allows us to draw a conclusion about the gradual development of motivation to learn a foreign language in the process of activating the dominant motives relevant to educational activity.

It should be considered that the motivational sphere of learning is determined by:

- the nature and content of the educational activity, its structure and components;
- the sense of learning for each student;
- learning motives;
- learning objectives;
- the nature of the emotions accompanying the learning process.

The level of educational motivation should be considered as one of the most significant criteria for the effectiveness of the pedagogical process.

Foreign language teaching is aimed at training of professionals capable and ready to work in a multicultural environment.

The main purpose of students of foreign languages is known to be the developing professional foreign-language communicative competence, which allows:

- 1) to interact on the basis of national-specific models of communicative behavior in the professional sphere accepted in this culture;
- 2) to use in a professional speech socio-culturally marked language units, speech clichés, etc.;
- 3) to maintain national self-identification in the context of intercultural communication;
- 4) to provide academic mobility of graduates in non-linguistic universities in the changing labor market conditions.

Analysis of the scientific literature shows that foreign-language professional communicative competence received various interpretations in the researchers' works. E.S. Samoilova defines the students' foreign-language professional competence as an integral characteristic of the business proficiency and personal qualities of specialists in this sphere, which reflects the level of acquired special knowledge, skills, experience, which are sufficient to form their professional thinking, ability to defend their point of view in various social and linguistic conditions (Samoilova 2004). A.P. Petrova distinguishes it in a special form and interprets it as a willingness and ability to have scientific subject knowledge in the professional communication (Petrova 1999).

Considering professional foreign language competence as a combination of two components, I.V. Zaitseva marks: personal one including motivational, emotional-volitional and cognitive components and activity competence, represented by informational and procedural components (Zaitseva 2004).

In the process of professional foreign-language communicative competence development, factors contributing the formation in students of positive motivation for learning activity are of great interest. First of all, this is realizing the learning objectives, the theoretical and practical significance of the acquired knowledge and the perspective of their development, the professional orientation of the educational activity, the emotional form of the educational material presentation, the problematic nature of the tasks and the possibility of their choice. The position of the student, their inner attitude to life, personal significance, as well as the positive attitude of the training group and their commitment to educational and cognitive activities in mastering a foreign language for professional purposes and the ability to show mental independence and initiative in learning cannot be disregarded (Bakshaeva and Verbitsky 2019). This list can be continued with such factors as: the optimal level of difficulty, progress from the abstract to the concrete, the activity of the individual, the consistent modeling the professional activity content, which were pointed out by A. A. Verbitsky, N. A. Bakshaeva.

We would like to note M. A. Akopova's concept that for teaching foreign languages in professional training the following is necessary:

- to create a need-drive-incentives pattern for social and professional development of the educational process objects;
- to introduce modern pedagogical and psychological technologies of personality development into the educational process, taking into account the variability of education, aimed at expanding the possibilities of professional self-determination and self-development;
- to organize an educational space that provides for the diversification of educational programs with the aim at developing and introducing professional qualification

characteristics of specialists, taking into account the correction of professional and social self-determination of a person (Akopova 2003).

Thus, the main task of a foreign language teacher is to identify and develop such techniques for increasing motivation distinguished by stability and versatility.

It is necessary to take into account:

- content of training material;
- organization of learning and cognitive activities;
- individual, pair, group, collective forms of educational activity and their combination;
- assessment and self-assessment of learning activity;
- the teaching style and the subject-subject relationship of the participants in the educational process.

The study of the motivational factors of learning a foreign language (M.M. Vasilieva, L.G. Medvedeva) is of great importance for the scientific organization and optimization of teaching this discipline in a medical university. If students know the methods and techniques of understanding the motives it will contribute increasing the effectiveness of both educational work and the quality of teaching a foreign language (Vasilieva 2003), (Medvedeva 2007).

2. METHODS

Understanding the motivation of medical students is an important aspect in the process of teaching a foreign language in university. The university course differs from the school course by the orientation towards the use of the language in future professional activities. Understanding the formats of professional communication in a foreign language and a conscious attitude towards them is the key to the success of mastering a foreign language. To help students switch from general cultural topics to professional ones, it is necessary to purposefully develop motivation to learning activity. For that purpose, it is necessary, first of all, to identify the expectations of students regarding a foreign language course. So, during our research conducted in the North-Western State I.I. Mechnikov Medical University (St. Petersburg, Russia) from 2020 to 2022 the diagnosis of foreign language level: knowledge and skills, willingness to study professional foreign language was carried out. Such diagnostics made it possible to obtain information about students' level of motivation for foreign language learning, their initial level of proficiency, and understanding the purpose of studying a foreign language.

At the initial stage of the research (October, 2020), we conducted:

- 1) an interview with the 1st year students in order to diagnose the communicative skills level at the time of entering the medical university;
- 2) placement computer testing to determine the level of proficiency in a foreign language;
- 3) a survey of the 1st year students in order to find out the motives for learning a foreign language. To obtain the necessary data, in September of 2019 a special questionnaire was developed by teachers of the North-Western State I.I. Mechnikov Medical University (T.Baeva, K. Kubacheva and A. Richter) under supervision of Olga Trubitina, the head of the department of foreign languages teaching methodology (Herzen State Pedagogical University of Russia);
- 4) self-assessment of the level of proficiency in a foreign language.

The purpose of this stage of the experiment was a preliminary diagnosis of the level of knowledge, the formation of skills and abilities, readiness for learning activities in the framework of professionally oriented foreign language teaching. Such diagnostics allowed us to obtain information about the level of motivation in learning a foreign language for professional purposes, the initial level of foreign language proficiency, students' understanding of the goals of learning a foreign language at a medical university.

The developed questionnaire included points determining the need for proficiency in a foreign language for qualified specialists (Baeva, Kubacheva and Richter 2019).

3. RESULTS

The answer options offered in the questionnaire are the results of preliminary interview with students and conversations with foreign language teachers of medical universities. The motives named by the students were arranged in the following sequence:

1. To pass tests and exam in a foreign language successfully - 80%;
2. A modern educated person must know at least one foreign language - 78%;
3. To communicate with foreign colleagues without an interpreter, both in real life and virtually (Internet) - 65%;
4. Knowledge of a foreign language gives access to new professional information in medical journals and Internet sites - 56%;
5. It is possible to become a qualified medical specialist only with a good knowledge of a foreign language - 50%;
6. Academic mobility- 45%;
7. Knowledge of a foreign language helps to get a good job - 40%;
8. Foreign language is my favorite subject - 30%;
9. A foreign language is necessary for research work - 15%.
10. To have an opportunity to work abroad after graduation from a medical school - 10%.

After analyzing the results of the survey, we came to the conclusion that students have a high motivation to learn a foreign language, but it has a practical focus. According to their view, a foreign language contributes to successful education at a university, and intercultural communication. The survey data indicated the leading position of educational and cognitive motives, however, not all the students considered foreign language proficiency to be a predominant criterion for a good job and research. At the same time, according to the results of foreign language proficiency level diagnostics carried out on the basis of self-assessment, students, understanding the importance and necessity of foreign language, assessed their knowledge as inadequate (75%). Most of the respondents (94%), wishing to improve their level of proficiency in a foreign language, underlined the role of new information technologies in the educational process, 60% of respondents noted the significance of the teacher's personality. The survey data to determine the most important skills and abilities for future professional activities from the point of view of students were the following: speaking - 45%, reading 40%, listening comprehension - 15%, writing - 5%.

4. DISCUSSION

On the basis of a comprehensive study of the data obtained, we identified methods and means of developing a foreign language competence as the basis for professional communication, then determined the program of the experiment. To improve student motivation a model of professional foreign language competence development in e-learning environment was developed and tested in the educational process of a medical university. When developing the model, we proceeded from the fact that the goal is to create conditions for the developing of professional foreign language competence of medical students, providing the ability to generate, interpret and operate professional information in a foreign language. The content-procedural module of the presented model includes technologies of foreign language virtual communication: e-mail (e-mail), teleconferences (UseNet), videoconferences (on Zoom and Skype platforms) in the format of a virtual seminar or interview and webinar. A Learning Platform LMS Moodle (Modular Object-Oriented Dynamic Learning Environment) - a free Open Source software package designed to help educators create effective online learning was the important tool for implementing the model. We also used teaching database technology, work in a virtual library. Teaching to read medical literature we recommended working with dictionaries and reference manuals on-line. The use of authentic audio resources, videos, YouTube service, educational Internet resources, multimedia training programs contributed to the successful formation of professional foreign language communicative competence.

Developing this methodology, we took into account the components of the content of teaching a foreign language in a medical university:

- a) language material in general medical terminology;
- b) professional texts in medicine;
- c) cases for professional communication in the field of medicine;
- d) sociocultural knowledge, skills and abilities;
- e) non-verbal communication.

We believe that this process should have a practical orientation, be focused on socially active learning, joint activities and dialogical communication of the educational process subjects.

The development of professional foreign language competence of medical students will proceed with greater results if it is based on specially organized educational activities in an information and educational environment using ICT that create conditions for students to work on all types of foreign language speech activities and for real communication in professional field.

Completing the experiment (June, 2022) at the end of the training course, final questionnaire was conducted in order to identify the students' subjective assessment of the quality of training with the use of the model for developing professional foreign language competence of medical students e-learning environment. This survey was similar to the previous survey to determine the motivation foreign language learning, but the results obtained were different. According to the results of the survey, the data were the following:

1. A modern educated person must know at least one foreign language – 90%;
2. It is possible to become a qualified medical specialist only with a good knowledge of a foreign language – 75%;
3. Knowledge of a foreign language helps to get a good job – 70%;

4. Knowledge of a foreign language gives access to new professional information in medical journals and Internet sites – 60%;
5. Academic mobility – 50%;
6. To communicate with foreign colleagues without an interpreter, both in real life and virtually (Internet) – 45%;
7. Foreign language is my favorite subject – 40%;
8. To pass tests and exam in a foreign language successfully – 40%;
9. To have an opportunity to work abroad after graduation from a medical school – 30%;
10. A foreign language is necessary for research work – 25%.

Thus, the students' priorities in determining the motives for learning a foreign language have changed: first of all, in their view, a foreign language increases the level of general professional culture, professional competence and contributes to career growth not only in our country, but also abroad. The motives for obtaining additional information on special disciplines, studying the linguistic phenomena of scientific literature, reading newspapers, journals and other publications in a foreign language are highly appreciated.

5. CONCLUSION

The performed research made it possible to find out how the student motivation in learning a foreign language will change after a model of professional foreign language competence development in e-learning environment was introduced into the educational process of medical university. To understand the importance of professional communication in a foreign language is the key to the success of mastering a foreign language.

The e-learning environment of a medical university, through the system integration of new information technologies into teaching foreign languages for medical students, increases motivation for professional communication in a foreign language and contributes to the development of professional foreign language communicative competence through the active use of all its components. Motivation of medical students to a foreign language learning is associated with the further development of the specialist, the development of professional competencies improving their knowledge and skills, gaining experience.

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