Methodological Aspect of Motivation in the Formation of Communicative Competency in Reading Specialty Literature

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Abstract. The article is devoted to the problem of foreign language from the standpoint of psychology, pedagogy and teaching methods. This problem will be mainly considered in forming communicative competency in reading specialty literature. It should be regarded that motivation is also a method of learning and the object of education. For the learning process, the motivation is the students' orientation to various aspects of learning activity. Therefore, a complex of different impulses creates different types of motivation for students' learning activities. The complex notions should include needs, motives, goals, interests and emotions. Each teacher should apply such a general pedagogical method, called "the method of reasoned encouragement". It is based on the ability of the teacher to notice not only the significant success of the student but also the minor one.

Interest in learning is brought up through the content of educational material, increasing educational activities within the framework of problem-based learning, and actual practical tasks corresponding to communicative needs. In the article, several aspects of motivation, as well as through the development of the motivational sphere of the student's personality and its components, were determined and set, such as motives, goals, and emotions.

Keywords: competence; heuristic; detalization; anticipation; delineated; hierarchy; objectives; censory-perceptual; perception.

INTRODUCTION

The recognition of teaching the Russian language as a foreign language as the priority of the communicative-activity approach in the learning process elucidates the factors contributing to enhancing students' educational and cognitive activity, thereby identifying the space for optimizing the learning process. One of these factors is motivation. The problem of reason in learning can be considered from psychology, pedagogy and teaching methodology.

The article elaborates on the methodological aspect of the motivation of the learning process, which consists of specifying the teaching methods implemented in the learning process, which leads to the development of different types of speech activity. Notably, this problem will be considered regarding forming communicative expertise in reading specialty literature based on the psychological theory of action developed by A. Leontyev [5]. It believes that motivation is both the training mechanism and an object of the education process.

Motivation is a system of impulses (motivators), including needs, motives, goals, interests, and emotions. One can talk about developing the learning process, namely about "choosing and implementing the best learning option for these conditions, " only if you consider the constituents of motivation.

It is noticed that the essential element of motivation in the activity of psychologists are the needs, which are an internal condition, a stimulus of action, a harmful condition, and the need for something. Biological needs, genetic inclinations, and social relations can create necessities. Obtaining expertise in communication by reading specialty literature in a foreign (Russian) language can be required by the following needs: a) extended perception of reality based on scientific data; b) a communicative necessity.

This, in turn, means specialists in diverse fields of knowledge need to communicate with their colleagues through written communication. For those who master the basics of science, communication is essential to acquire public knowledge in this field of science, and it presupposes obtaining it via reading textbooks.

Communicative expertise in reading is developed by describing the content of communicative competency relevant to various groups of students. The description given in the training materials being both as a goal and as a learning content brings the learning process closer to the process of honest communication, i. e. it allows us to model it by the principle of communication. A distinctive quality of the learning process with a communicative-activity approach is that it considers the communicative needs available at the given moment and the upcoming one. This is due to the psychological pattern that manifests itself in the rapid satisfaction of students with their needs, provided that the activity of students is characterized by adaptability. A rise in requirements based on new motives and interests is observed when students are inclined to creative activity.

For students who still lack a steadfast system of needs for reading specialty literature (for example, among schoolchildren students), it is essential to conjure situations during training that makes them constantly refer to the relevant literature for clarifying other educational issues which are not directly related to the study of the Russian language.

Specific needs boost the emergence of activities. By Leontyev's concept [5], there is a need for a motive, namely an object that meets one or another need and which, in one form or another connected to the subjects and directs its activities. The motive's primary functions are motivation, activity direction, and sense creation. Moreover, motives can't be perceived. For the educational process, the motives of learning have a specific significance. Thus, the chosen explanations reflect the student's propensity for various aspects of educational activity. The reasons for scholarly activity are classified into cognitive, social and achievement motives.

Cognitive motives are characterized by the inclination of the student to work with the research object. There are a wide range of mental explanations (the desire to master new knowledge), educational and cognitive (the desire to master the methods of obtaining knowledge) and self-educational ones (independent upgrading of ways to acquire new knowledge).

It is a significant factor for the teaching methodology that broad cognitive motives can be formed relatively quickly. In contrast, the reasons for independent education are improved through lifelong professional activity. Developing general cognitive explanations contributes to applying textual material in creating communicative expertise.

The material mentioned above meets the following requirements:

– the relevancy of the characteristics of the simulated educational text (micro text, sentences) to the features of the communicative units which one can come across while reading the relevant literature as a part of the professional or educational activity;

– the availability of new information (on subject matter or country-specific) for the student in the educational texts for the formation of communicative skills;

– the development of educational and cognitive motives needs to demonstrate to the student at the stage of explaining the material existing ways of obtaining knowledge.

For instance, it can be achieved through heuristic conversations, and the assimilation of these methods can be fulfilled when one completes various tasks which require applying techniques for analysis, comparison, and generalization of information extracted from several texts.

Among these motives of achievement, one can distinguish the reasons for creative and noncreative achievement. The creative achievement motives manifest in the desire to achieve creative success in science (typical for adult students already specialized in specific fields).

The above-mentioned second group of motives can be demonstrated in the pursuit of high academic performance, in setting the target to pass tests and exams successfully, in the careful completion of homework, etc. (they are inherent, as a rule, to all categories of students). It is significant to apply such methodological techniques, the basis of which are creative tasks, as well as methods of problem-based learning.

Thus, the creative tasks include exercises aimed at developing the ability to use the methods of understanding a scientific text: methods of logical

processing of a text (dividing it into semantic parts and determining logical relationships between them: defining the logical sequence of information, the order of separating the thought into the constituents; understanding the logical connections of the described phenomena, the relationship of facts) and techniques that contribute to the formation of the mechanism of antics (the building of various questions differentiating by difficulty of the semantic content of the text; construction of the question - assumptions about the further content of the incomplete text; test to finalize the unfinished text). To form and develop motives for non-creative achievement, methodological techniques allow students to carry out educational activities correctly based on a complete and generalized reference system. When teaching the lesson on reading specialty literature, such references are the linguistic and lexical-grammatical manifestations of specific semantic units of a scientific text.

Therefore, the semantic part "definition of an object or phenomenon" in all genres of scientific literature has the following most frequent and widely spread manifestations: what is called what; what is which; what is meant by what; what kind of. The semantic part "conclusion, generalization" is usually introduced as follows: therefore; we can conclude that...; subsequently (from what has been said, from this, based on law) it follows that...; means...; in this way...; thus.

METHODS

It is also required that the instructions for the tasks on the best way to complete them and keys for self-testing are given to realize the motives of achievement. This can be explained in the following way: the reference basis for actions in the process of acquiring communicative expertise in reading can be obtained when mastering not only the lexical and grammatical means which identify the semantic parts of the studied communicative units but also the rules for the functioning of terms in specific lexical and grammatical constructions. Moreover, it is necessary to consider the sequence of actions while reading.

Below is an example of instructions that implements the indicated approach to developing a reference basis for action.

The task in the class is:

1. Read the text silently. Determine what scientific concept it refers to. Read out loud the definition of this concept.

2. Please explain what benchmark words helped you in completing the task. If you find it challenging to complete this task, reread the explanation of the lesson.

Developing social motives assists in overcoming the difficulties of learning. These motives can be classified into broad social norms (for example, an explanation of duty, responsibility, a desire to be well-prepared for a chosen profession) and narrow social ones (for example, a willingness to hold a specific place in society, gain authority, approval, and master a prestigious work orto prove oneself).

Psychologists note that it is more complicated to develop social motives than cognitive ones since this process is mainly associated with a system of extracurricular activities and not precisely with the organization of educational activities in the classroom.

All the listed motives are not required to be efficient in providing an adequate flow of educational activity. Sometimes, one strong acting motive is sufficient.

Therefore, the nature of the educational activity is determined by its motives. The nature of individual learning activities depends on the goal, which determines the direction of the student's movement on the final and intermediate results of achieving needs. The author B. Bespalov notes that "...the aim of any action undertaken by a person is always understood by him/her, i.e. it is correlated with the external and internal objective reasons that motivate one's choice, and also it is expressed in symbolic or verbal form. Each educational action, therefore, must be correlated with both general and future professional or academic activities" [2, p. 24].

RESULTS AND DISCUSSION

Appropriate reflection on the hierarchy of goals in forming communicative competence is an obligatory methodological characteristic of the learning process. Thus, the intermediate goal considered aspect is mastering various communicative units. To achieve it, in its turn, it is essential to master the units of training that character-

ize the different stages of forming communicative expertise. Considering the educational activity's aim is necessary because, simultaneously, students activate their voluntary attention, which is significant in obtaining new knowledge.

From a psychological point of view, training should include developing goal-setting skills, including goal-formation and aim-achieving skills. Methodological skills that form the goal-setting ability are used at the explanation stage. To accomplish this, the teacher first demonstrates how to set an intermediate goal. Then, its significance in achieving the ultimate goal is also shown. Afterwards, it is explained how the intermediate goals are chosen and their importance and sequence are determined. At later stages, the goal setting is justified by students themselves, and the methodological techniques related to the implementation are applied at all stages of educational and cognitive activity.

These techniques allow students to determine the achievable goal for each of them by their values, abilities, the time one has at his/her disposal, and so on. To overcome difficulties on the way to achieving the goal, undertaking the tasks is required to determine the target of the reading set by the communicative task. The initial organizational activity is the instructions for assignments and techniques to develop adequate self-evaluation of students.

Since the goal-orienteers of human actions primarily arises in joint educational activities, group and collective forms of work play an important role in forming communicative competency. For instance, one can draft a joint report for a scientific conference or a business game using the literature studied on a specific topic.

Therefore, the main methodological methods for the development of goal-setting skills are the methods of problem-based learning based on jointly-individual and jointly-interacting creative activities of students.

The interest manifests and expresses such activity motivations as needs, motives, and goals. Interest is a person's conscious orientation toward satisfying an unmet need. From a methodological point of view, it is significant that interest can be managed. In the learning process, cognitive interest has particular importance. It provides a high level of educational and mental activity for students.

To develop persistent cognitive interests, which are based on a person's needs for new knowledge and impressions, it is recommended to introduce independent creative individual tasks with research elements as early as possible, to use frequently additional specialty literature with new scientific facts, discoveries and achievements, or new regional geographic information which can boost students' interest.

Cognitive interest emerges when different problematic methods for introducing new linguistic material are used. For example, it can be witnessed during the process of heuristic conversation.

"Cognitive interest is a vital learning motive for the successful learning process" [3]. Psychologists point out various levels of interest formation in learning, starting from a broad educational interest (for example, the interests of an adult who studies at a university) to transformative interest (the inclination to improve one's academic, cognitive or labour activity). The planning educational interest lies in the desire to set goals and realize them, the productive educational interest displays in completing tasks, and the process-substantive one is determined by the content of the educational subject, the process of its assimilation. Academic and cognitive interests are manifested in the results and learning process, as well as in the learning methods. Thus, one of the duties of a teacher is to determine the level of formation of each student's cognitive interests to adequately clarify the task of developing a new level of interest. It seems expedient from the methodological point of view that, according to psychologists, interest in the quality of manifestation of a motive is closely related to skills as a necessary condition for carrying out activities. As a result, some acquired reasons emerge only when the appropriate skills are obtained. An essential requirement for developing communicative competence in reading literature is the formed sensory-perceptual base, which is common to all types of speech activity in all areas of communication. The effectiveness of cognitive motives is closely related to the emotional-volitional regulation of learning. The most significant component of motivation is emotions. In educational activities with increased mental stress on students, the teacher should be able to affect students' emotional states positively.

Here are several conditions that affect the emotional state of students.

1. Optimal pedagogical communication between students and the teacher helps to relieve emotional stress and the emergence of operational

tension. The teacher's ability to positively influence students' emotions contributes to the formation of the correct self-esteem of students. The management of control has significant importance. Power does not have a special place or time, which allows students to relieve psychological stress. Non-verbal control techniques should be used more frequently: reading aloud only those parts of the text relevant to students' communicative needs (for example, defining a scientific concept). This approach does not complicate the formation of reading mechanisms. To assess the building of skills and reading skills, the following indicators are sufficient: communication took place; communication did not take place; communication took place with an infringement (for example, the logical connections in the text were not correctly interpreted by the reader). For ongoing monitoring undertaken during the performance of tasks, it is sufficient to note whether it is implemented correctly or incorrectly.

2. The content and character of the educational material and the educational process;

3. Attitude of a wide range of people to the subject of study;

4. The character of individual needs, developing and transforming during activities.

"Theories of motivation in education have increasingly expanded and differentiated over time" [6]. To keep the positive emotional state of students, the use of various visual aids and the ability of the teacher to positively change the flow of the situations emerging in the lesson are also significant. The training materials should provide joke samples that relate to the studied topic. However, it should be provided that they do not violate the laws of the genre under study.

CONCLUSIONS

Therefore, a complex of various motivators (needs, motives, goals, interests, emotions) creates different types of motivation for students' educational activities: external and internal. For the effectiveness of the implementation of activities, the internal reason is especially significant, which has two motivational orientations: the process of educational training and its results.

External motivation has two orientations: on assessment and on avoiding tensions. For adult students, the motivational orientation toward

assessment implies not so much a "mark" in the learning process as an assessment of the student by the teacher and teammates as individuals. Here, one should consider the teaching methods that will form an adequate self-esteem of students.

Comparison of students' work results based on various indicators (reading speed, adequacy of the extracted information to the communicative task, the completeness and depth of understanding of the text). For this purpose, studies should be provided with keys, and some normative indicators should be given in the instructions for the task, for example, the average reading speed for a specific type of reading and the training stage. Moreover, following the assignment sequence is essential, allowing students to determine the degree of mastering new material, make their own decisions about the next assignment, etc. Similar guidance is given in the instructions. Gaining adequate self-esteem can also be facilitated by applying some elements of programmed instruction, for example, various texts, including using specific educational techniques (multiple-choice tests, tests for grouping words by a particular attribute, etc.).

Each teacher should also have a general pedagogical technique, which can conditionally be called a "method of reasoned encouragement". It lies in the ability of the teacher to notice not only the significant success of the student but also the minor one.

A motivational orientation toward the desire to avoid problems allows one to apply methodological techniques that would ensure the implementation of educational activities by a complete and generalized reference system and enable students to quickly and accurately extract information from the text relevant to the set target.

To sum up, it is significant to recognize a system of methodological techniques that would consider the level of motivation available to students and contribute to forming a new level of reason as a motivationally valuable for implementing a communicative-active approach to the learning process. The principles that meet problem-based learning requirements based on group and collective forms of work are of specific significance. The basis of these methodological techniques consists of exercises and tasks that form reading mechanisms and a reference basis for action.

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