

Торайғыров университетінің
ҒЫЛЫМИ ЖУРНАЛЫ

НАУЧНЫЙ ЖУРНАЛ
Торайғыров университета

**ТОРАЙҒЫРОВ
УНИВЕРСИТЕТІНІҢ
ХАБАРШЫСЫ**

ПЕДАГОГИКАЛЫҚ СЕРИЯСЫ
1997 ЖЫЛДАН БАСТАП ШЫҒАДЫ



**ВЕСТНИК
ТОРАЙҒЫРОВ
УНИВЕРСИТЕТА**

ПЕДАГОГИЧЕСКАЯ СЕРИЯ
ИЗДАЕТСЯ С 1997 ГОДА

ISSN 2710-2661

№ 1 (2023)

ПАВЛОДАР

НАУЧНЫЙ ЖУРНАЛ
Торайгыров университета

Педагогическая серия
выходит 4 раза в год

СВИДЕТЕЛЬСТВО

о постановке на переучет периодического печатного издания,
информационного агентства и сетевого издания
№ KZ03VPY00029269

выдано

Министерством информации и коммуникаций
Республики Казахстан

Тематическая направленность

публикация материалов в области педагогики,
психологии и методики преподавания

Подписной индекс – 76137

<https://doi.org/10.48081/YPJZ1948>

Бас редакторы – главный редактор

Аубакирова Р. Ж.

д.п.н. РФ, к.п.н. РК, профессор

Заместитель главного редактора

Жуматаева Е., *д.п.н., профессор*

Ответственный секретарь

Антикеева С. К., *PhD доктор*

Редакция алқасы – Редакционная коллегия

Мағауова А. С.,

д.п.н., профессор

Бекмағамбетова Р. К.,

д.п.н., профессор

Фоминых Н. Ю.,

д.п.н., профессор (Россия)

Снопкова Е. И.,

к.п.н., профессор (Белоруссия)

Костюнина А. А.,

к.п.н., доцент (Республика Алтай)

Оспанова Н. Н.,

к.п.н., доцент

Куанышева Б. Т.

доктор PhD

Омарова А. Р.,

технический редактор

За достоверность материалов и рекламы ответственность несут авторы и рекламодатели

Редакция оставляет за собой право на отклонение материалов

При использовании материалов журнала ссылка на «Вестник Торайгыров университета» обязательна

<https://doi.org/10.48081/QXAP58679>

***N. Y. Pigovayeva¹, Y. M. Konakbayev², *Zh. M. Akparova³**

^{1,2}Toraighyrov University,

Republic of Kazakhstan, Pavlodar;

³Abai Kazakh National Pedagogical University,

Republic of Kazakhstan, Almaty

*e-mail: ¹mega.nelly@mail.ru; ³zhan_mus@mail.ru

LEARNING MOTIVATION OF FOREIGN LANGUAGE AMONG NON-LINGUISTIC SPECIALTIES' STUDENTS

The article deals with the issue of the foreign language learning's motivation among students of non-linguistic specialties. The relevance of the research is due to the ambiguous attitude of non-linguistic specialties' students to the foreign language subject. We investigate that this is one of the main psychological and pedagogical problems in the framework of the research of psychological and pedagogical conditions for forming a foreign language learning motivation, based on analysis of the learning motivation. There are also noted the classification of motivation, and reasons contributing to a decrease in the motivation of learning. The article reveals evidence that allows us to determine the development level of the foreign language learning motivation among students of non-linguistic specialties, and its dependence on the psychological and pedagogical activity of the teacher during the educational process. Some of the study's result, that firstly, show the process of forming a learning motivation, which is related to the implementation of different approaches; and secondly, some important factors affecting the students' interest in the studied subject are summarized in the article.

Keywords: motivation, learning motivation, foreign language learning, English language, English language training.

Introduction

The entry of modern Kazakhstan into the global economic and educational space, the transition to new state educational standards, reflecting the need of modern society for competitive personnel, suggest the emergence of new psychological and pedagogical technologies in the educational process to improve

the training of specialists of any profile. With the development of high technologies, the role of information and knowledge at all levels and in all spheres of social development is increasing. For a modern specialist, it is no longer enough to have information only in their native language. It is necessary to have an idea about the modern developments of scientists in their field of science in world practice. Fluency in a foreign language acts as an essential component of the professional activity of a modern specialist significantly increasing his competitiveness. The reality of today is strong competitive selection conducted by the most prestigious, highly paid enterprises. Linguistic competence is one of the conditions, a confident mastery of a foreign language to solve effectively professional problems in a rapidly changing business environment. However, training in a foreign language in non-linguistic specialties does not adequately meet the requirements of modern standards of higher vocational education, which in its turn necessitates the optimization of the teaching system in this discipline in higher education.

The relevance of the research is due to the ambiguous attitude of students of non-linguistic specialties to the foreign language subject. As the practice shows, teachers often face a motivational emotional deficit of a significant number of students, often formed back in school and transferred by students to the process of learning a foreign language at the university.

As a part of the study of psychological and pedagogical bases of forming the foreign language learning motivation among students of non-linguistic specialties, special attention is paid to the learning motivation, which can rightly be called one of the main psychological and pedagogical problems. It is known that the success of the educational process depends on many factors both socio-psychological and socio-pedagogical. It is also affected by the strength of motivation, respectively, «among the main objectives currently facing the teacher, there is no other more important and at the same time more complicated than the objective of forming positive, sustainable motivation among the students that inspires the persistent, systematic educational work» [1, p. 53].

As a result of the analysis of psychological and educational references, we were not able to come across a single definition teaching motivation. The terms «educational motivation», «learning motivation», «motivation of learning activities», «motivational sphere of the student» are used by researchers as synonyms in a broad or narrow sense. The learning motivation is determined by the educational system itself, the educational institution organizing the educational process, and the specifics of the subject, and the subject features of the student, such as age, gender, abilities, self-esteem, interaction with other participants in the educational process, as well as the subject features of the teacher and his attitude to the student. The learning motivation can be defined as

a kind of system characterized by a certain direction, stability and dynamism. As A. Markova writes, the learning motive is «the student's focus on various aspects of educational activity» [2, p. 6-7]. «...The learning motivation consists of a series of constantly changing and entering into new relationships with each other motives». «Therefore, the motivation formation is not only a simple increase in positive or aggravation of negative attitude to learning, but also the complication of the motivational sphere's structure, its motives, the emergence of new, more mature, sometimes contradictory relations between them» [2, p. 14]. We agree with the author's opinion, who interprets the motivation of the doctrine as a set of motivating factors that interact and change in the process of interaction, which cause the activity of the subject and determine its orientation.

The reasons contributing to the decrease in the learning motivation are an actual psychological and pedagogical problem. Analysis of scientific literature allows us to distinguish two groups: the reasons dependent on teacher and reasons dependent on student. According to the researchers the main components of the first group are: low level of teacher proficiency in modern teaching methods; incorrect selection of educational material, causing overload or underload of students; inability to build relationships with them and organize their relationships with each other; features of teacher personality and his communication style; psychological barriers arising from the teacher activities; ignoring the importance of taking into account students' individual characteristics; lack of students interest in the proposed educational material. The second group of reasons dependent on student includes low level of knowledge, unformedness of learning activity motives and above all the methods of self-acquisition of knowledge, and complexity of relationships with student community. Thus, a whole range of reasons, more dependent on the competent psychological and pedagogical actions of teacher, which form students' attitudes to the whole learning process, influence the formedness of learning motives.

Our research is aimed at obtaining evidence to determine the level of development of a foreign language learning motivation among students of non-linguistic specialties, its dependence on the psychological and pedagogical activity of a teacher during the educational process.

The study used specially designed test questionnaires to identify:

- motives and anti-motives of learning a foreign language among students of non-linguistic specialties;
- factors that negatively affect the motivational sphere of students.

A research of the foreign language learning motivation of students at different stages of education (1-2 courses) depending on the psychological and pedagogical activity of the teacher was conducted.

We were faced with the tasks:

1 To determine the hierarchy of motives and anti-motives of learning a foreign language, as well as the dynamics of their changes among students at different stages of education (1 and 2 courses).

2 To identify the reasons for reducing the level of motivation.

Materials and methods

In the question of the learning motivation structure, the researchers dealing with this problem agree that the learning motivation structurally consists of motives related to the content of educational activity and is not related to it, despite the absence of a unified, generally accepted classification (A. K. Markova, P. Y. Halperin, N. F. Talyzina, L. I. Bozhovich, P. M. Jakobson, V. I. Chirkov, etc.). As a consequence, the existence in the domestic psychological and educational references two approaches, which are different with their internal and external motivation. The first approach identifies internal and external motives based on the nature of the relationship between the learning motive and other components of the teaching, such as the purpose or the process itself. In the context of this approach, which supporters are such scientists as Halperin, Talyzina, Jakobson etc., a motive that realizes student's cognitive need and is associated with the knowledge acquired by him and performed activities is considered as an internal motive, while a motive that realizes an unknowable (social) need acts as an external motive. Proponents of the second approach add the feature of personal meaning (utilitarian-pragmatic and / or value) which is attached to the learning and its products to the feature of the relationship between the educational motive and other components of learning (L. B. Itelson, P. P. Bibrich, D. B. Elkonin, etc.). In this approach, the external motive is interpreted as a motive that has a utilitarian and pragmatic meaning for the individual, i.e. realizing the needs for external well-being (material and/or social). Whereas the inner motive represents the value sense realizing the need for the student's inner well-being, harmonizing his inner world, forming a system of personal beliefs, attitudes, claims, self-assessments, and on this basis to internal motives is added another – motive for self-improvement.

It should be noted that in addition to dividing the learning motivation into internal and external, the following are distinguished in the psychological and pedagogical literature: motivation for well-being, motivation for avoiding troubles (failures), motivation for the activity process, motivation for the activities content, professional motivation, motivation for self-affirmation, utilitarian motivation, etc. Many scientists consider educational activity as poly-motivated.

On the issue of the learning motives classification, we agree with A. K. Markova, who offers, from our point of view the most complete classification of the motives that motivate the learning activities, considering the motivation

formation as a complication of the student's motivational sphere structure. It is noteworthy that Markova's classification is based on the classification proposed by L. I. Bozovich [3, p. 68], according to which the learning motives are divided into *cognitive*, generated by learning activities and related to content and process of the learning; and *social*, generated by the whole system of relationships between student and the reality around him, and these motives lie outside the educational process. Markova, singling out similar groups of learning motives differentiates further each of them dividing cognitive motives into *broad cognitive* with a focus on mastering new knowledge; *learning and cognitive*, related to the assimilation of ways of learning; *self-education*, which involves self-improvement of knowledge methods by students. According to her, these cognitive motives contribute to the emergence of «achievement motive» that involves the student's desire for success, the desire to achieve new, higher results compared to previous ones.

Markova's social motives also break down into several subgroups: *broad social* motives which involve student's desire to gain knowledge in order to be useful to society, to understand the need for learning and to feel responsible; *narrow social*, so-called positional motives consisting in desire to take a certain place in relations with others, to get their approval, to earn their authority; the motives of *social cooperation*, which imply that student not only wants to communicate and interact with other people, but also seeks to realize, analyze the ways and forms of their cooperation and relationships with the teacher and comrades [2, p. 10].

As a result of the analysis of psychological and educational literature on the problem of learning motivation it can be concluded that internal motivation is a more prerequisite for successful educational activities. Thus, V. I. Chirkov considers as the main manifestations of internal motivation: the desire for new; the desire for an effective and economic world exploration; the desire for self-determination, self-awareness, one's activity and its results; the desire for self-actualization [4, p. 24]. A similar viewpoint can be found in representatives of foreign scientific school, who consider the structure of learning activities motivation as a set of internal and external motives of student and internal motives are of paramount importance. Many Western scholars agree on the existence of two main motivation sources: *the expectation of success and the significance of the goal (task)*.

Therefore, A. Wigfield and J. Eccles consider the motivation of learning activities in the framework of «*expectancy-value model*». Sometimes it is presented in the form of a formula: $expectation \times significance = motivation$. According to the proposed model, for the student to become motivated, it is necessary to have even the most modest expectations of success within the framework of the activity and give the task significance, and if the expectation of success is high but the

task does not represent any value for the student then accordingly he will not be motivated. If the student has no confidence in his success with a high significance of the task, the motivation will not arise either [5, p. 69]. P. Pintrich and D. Schunk add another component to the above model – the emotional sphere, which includes the student's emotional reactions to the assignment and positive self-esteem. According to the authors, the intensity of learning motivation varies depending on the task evaluation and confidence in its success. If a student realizes that learning is boring, of little value and too difficult to succeed, he will avoid participating in it. Thus, significance, an ability to complete the task; a focus on success and an emotional comfort act as the main motivating factors in the learning process [6].

A research of the foreign language learning motivation of students at different stages of education (first and second courses) depending on the psychological and pedagogical activity of the teacher as well as psychological effects applied to students in teaching a foreign language was conducted.

We were faced with the tasks:

a) to determine the hierarchy of motives and anti-motives of learning a foreign language, as well as the dynamics of their changes among students at different stages of education (first and second courses);

b) to identify the reasons for reducing the level of motivation;

c) to identify the relationship between the psychological impact of the teacher and the development level of students' foreign language learning motivation.

The diagnostic research involved ninety students (forty-three first year students and forty-seven second year students) of S. Toraighyrov Pavlodar State University, who study in the Faculty of Humanities and Education by specialties «Pedagogy and Psychology», «Social Work», «Psychology».

At the first stage of the ascertaining experiment, it was supposed to study the hierarchy of motives for a foreign language learning among students of a non-linguistic specialties at different stages of education (first and second courses), as well as to identify anti-motives that contribute to students' lack of desire to learn a foreign language.

As a basis for the study, we used specially developed test questionnaires.

Because of processing the obtained data, it was possible to determine and draw a number of significant conclusions regarding:

1 Hierarchies of motives and anti-motives of learning a foreign language among first-year and second-year students, as well as the dynamics of their change.

2 Factors contributing to a decrease in students' interest in a foreign language, the process of learning it.

The data showed that out of 243 students, 81 % of 1st year students are positively motivated, 19 % were demotivated students. The results of the study at

second courses demonstrated a quantitative ratio of 79 % of motivated students and 21 % of demotivated students from 247 respondents. Moreover, we found that, despite a slight general decrease in the level of motivation in 2nd year students, there was a tendency to a significant decrease in individual groups, compensated by an increase in others, which required additional research aimed at identifying the relationship between psychological and pedagogical activities of teachers during the educational process and a decreased in the level of motivation of the 2nd year students.

In the course of the study, a hierarchy of motives for studying a foreign language was determined for students of the first and the second courses. In according to the figure 1, the data obtained demonstrate that the utilitarian-pragmatic motive dominates in the hierarchy of motives among the first-year students, while professional and learning cognitive motives occupy the second and the third places, respectively. In the hierarchy of motives, the second year students have a professional motive in the first place with a significant margin.

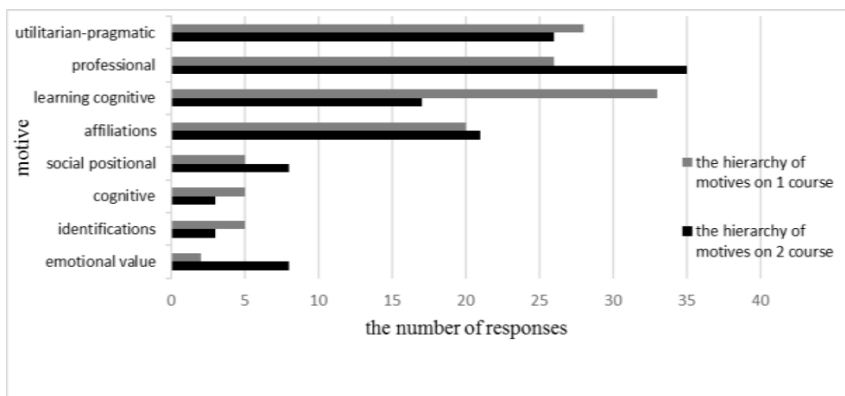


Figure 1 – Hierarchy of motives for a foreign language learning of first and second course students

The diagnosis' results of anti-motives for students' foreign language learning at the initial stage of education showed that students were more demotivated (in descending order, starting with the most common answer): with the complexity of the foreign language as a subject; the belief, formed by the school teacher that they were lack the ability to speak a foreign language, that learning a foreign language was boring and uninteresting; confidence that knowledge of a foreign language would not affect subsequent employment, future salaries, career growth, etc.; the conviction that you could easily use the services of a translator, a dictionary, etc.

The second-year students chose as anti-motives for foreign language learning (in descending order, starting with the most common answer): the complexity of the subject; teacher's manner of communication; boring, monotonous material; lack of time; difficult relationships with the teacher; incompetence, from the students' point of view, the teacher in the subject.

Results and discussion

As a result of the scientific references' analysis on the problem of the learning motivation it can be concluded that modern scientists have accumulated a great theoretical and empirical experience regarding the peculiarities of the formation and functioning of the learning motivation, origin causes, its structure and main task. Although there is no consensus on its terminological definition, all scholars agree that «educational motivation», «learning motivation», «motivation of learning activities», «motivational sphere of the student» encourages, directs, organizes the student and gives personal meaning and significance to the educational activity. Scientists give a special place to internal motivation as the main impellent. Researchers agree that the main factors contributing to the motivation formation are interest, purpose, significance of the educational task, a student's confidence in his own abilities, desire for self-determination and self-actualization, success expectation, as well as a state of emotional comfort during the educational process.

Because of the obtained data analysis below, the following conclusions can be drawn:

a) the process of forming the foreign language learning motivation among students of non-linguistic specialties is directly related to the integrated implementation of contextual, individual differentiated and personal activity approaches in the process of teaching a foreign language (the data show that this direction is insufficiently implemented in the educational process);

b) the relations with students, the style of professional and pedagogical guidance of the educational process, due to the orientation in the professional and pedagogical communication of the teacher, are important factors affecting the maintenance of students' interest in the subject being studied.

At the second stage of the ascertaining experiment, we examined the psychological impact of teachers on students in the process of teaching a foreign language. It was supposed to identify:

a) the strategies and techniques of the psychological impact of educators during the educational process;

b) the relationship between the psychological impact of teachers and the level of development of motivation for learning a foreign language in students.

It should be noted that the knowledge, involved the study regarding the use of psychological techniques in the learning process is fragmented. Moreover, 33.3 %

of the respondents found it difficult to answer the question: «Does your teacher use psychological influence during the educational process? If he does, so what kind of influence?». 66.7 % of teachers consciously and purposefully use their own authority, encouragement, observation, and warning in the learning process as a means to achieve the educational and educational objectives judging by the answers of participants.

Analyzing the results, we found that:

a) the personality of the teacher was authoritative for 85.4 % of students;
b) in the process of teaching a foreign language, teachers evoked the following feelings among students (in descending order, starting with the most common answer): sympathy, respect, trust, indifference, irony, compassion, hostility, hatred, pity;

c) students' attitude to the appearance of their teacher was more positive (79 %); students negatively assessing the appearance of their teacher were not identified;

d) teachers to a greater degree applied the psychological impact intuitively and haphazardly; moreover, we noted that in the overall picture the receptions of a developing strategy prevail, which included (in descending order, starting with the most common answer): humor, encouragement, demand, persuasion, approval, example, moralizing, suggestion, threat (intimidation), irony, punishment;

e) most of the teachers (61.3 %), according to students, were interested in establishing psychological contact with students; 22.3 % were convinced that the teacher was not striving for this; 16.4 % found it difficult to answer the question;

f) 66.4 % of students noted a positive attitude of a teacher of a foreign language, 27.5 % of students believed that the teacher was indifferent to them and 6.1 % said that the teacher was negative;

g) according to students, the relationship with the teacher changed during the educational process; moreover, their improvement was reported by 52 % of students, 5 % of students considered that relations had worsened, 43 % said there were no changes;

h) the respectful attitude of a foreign language teacher to himself was noted by 88.3 % of second year students; about disrespectful curled 11.7 % of students;

i) teachers set up their students to learn a foreign language using the following influences, and a number of teachers actively, albeit unconsciously, unsystematically, applied both manipulative and imperative pressure to exert pressure on students, forcing their behavior and attitudes in the direction necessary for the teacher. The following statements belong to the mood of teachers (in descending order, starting with the most common answer): «a foreign language is a complex subject, but any efforts are converted into a positive result»; «knowledge of a foreign language will make you competitive»; «not everyone is able to master a foreign language; this is

not given to some»; «you must learn, because you need to pass an exam»; «a foreign language is necessary»; «do exercises, learn what I ask»; «learn, this is the direct responsibility of students»; «a foreign language is interesting»; «you will not study, then you will not pass the test (exam)», etc.;

j) during the educational process, turning to students, teachers often used the following verbal expressions (in descending order, starting with the most common answer): «you are smart (capable, etc.), you will cope with the task»; «if you were less lazy, you would have achieved more»; «well, how silly you are! nothing works out for you!»; «probably you will never speak a foreign language, never learn!»; «where did you get such people from! you cannot study at a university»; «you did not succeed due to lack of time»; «for sillies I'll explain one more (for the hundredth) time»; «how lazy you are», etc.;

k) the following verbal influences are used by teachers in the process of teaching a foreign language (in descending order, starting with the most common answer): dialogue, humor, approval, comment, briefing, example, moralizing, tone-up, addressing by last name, threat, encouragement, reproach, irony, argumentation, request, order.

Conclusion

The analysis of the general picture of the use of psychological influence by teachers of a foreign language during the educational tasks implementation allowed us to draw the following conclusions:

a) the knowledge of teachers about the psychological impact and its methods as means of increasing the productivity of the educational process is fragmentary. The use of psychological influence on a foreign language class is carried out largely intuitively, haphazardly, rather than consciously and methodically thought out;

b) despite the fact that most teachers adhere to a personal, intersubjective approach in the educational process, as well as developing a psychological impact strategy, creating a favorable psychological mood in groups, a number of teachers are guided by imperative and manipulative strategies based on pressure on students and behavior, attitudes of students in the direction required by the teacher, without taking into account the current conditions of the learners.

REFERENCES

1 **Маркова, А. К.** Педагогическая деятельность учителя. Психология труда учителя : книга для учителя / А. К. Маркова. – М. : Просвещение, 1993. – 190 с.

2 **Маркова, А. К., Матис, Т. А., Орлов, А. Б.** Формирование мотивации учения в школьном возрасте : пособие для учителя / А. К. Маркова, Т. А. Матис, А. Б. Орлов. – М. : Просвещение, 1983. – 96 с.

3 **Божович, Л. И.** Проблемы формирования личности / Л. И. Божович; под редакцией Д. И. Фельдштейна. – М. : Институт практич. психологии. – Воронеж : НПО МОДЭК, 1997. – 352 с.

4 **Чирков, В. И.** Мотивация учебной деятельности / В. И. Чирков. - Ярославль : ЯрГУ, 1991. – 51 с.

5 **Wigfield, A., Eccles, J. S.** Expectancy-value theory of achievement motivation / A. Wigfield, J. S. Eccles // Contemporary Educational Psychology. – 2000. – № 25 (1). – P. 68–81.

6 **Pintrich, P. R.** A motivational science perspective on the role of student motivation in learning and teaching contexts / P. R. Pintrich // Journal of Educational Psychology. – 2003. – № 95. – P 667–686.

7 **Godefroid, J.** What is psychology : trans. from French / J. Godefroid. – Moscow : World, 1992. – 376 p.

8 **Ковалев, Г. А.** Психологическое воздействие : теория, методология, практика : дисс. докт. психол. н. – М., 1991. – 472 с.

9 **Сериков, В. В.** Личностный подход в образовании : концепция и технологии : монография / В. В. Сериков. – Волгоград : Перемена, 1994. – 152 с.

10 **Ильин, Е. П.** Мотивация и мотивы / Е. П. Ильин. – СПб. : Питер, 2004. – 509 с.

REFERENCES

1 **Markova, A. K.** Pedagogicheskaya deyatel'nost' uchitelya. Psixologiya truda uchitelya : kniga dlya uchitelya [Pedagogical activity of a teacher. Psychology of the teacher's work : a book for the teacher] / A. K. Markova. – Moscow : Prosveshhenie, 1993. – 190 p.

2 **Markova, A. K., Matis, T. A., Orlov, A. B.** Formirovanie motivacii ucheniya v shkol'nom vozraste : posobie dlya uchitelya [Formation of teaching motivation at school age: a teacher's guide] / A. K. Markova, T. A. Matis, A. B. Orlov. – Moscow : Prosveshhenie, 1983. – 96 p.

3 **Bozhovich, L. I.** Problemy` formirovaniya lichnosti [Problems of personality formation] / L. I. Bozhovich; pod redakciej D. I. Fel'dshtejna. – Moscow : Institut praktich. psixologii; Voronezh : NPO MODE`K, 1997. – 352 p.

4 **Chirkov, V. I.** Motivaciya uchebnoj deyatel'nosti [Motivation of educational activities] / V. I. Chirkov. – Yaroslavl` : YarGU, 1991. – 51 p.

5 **Vigfild, A., E'kkiz, Dzh. S.** Teoriya ozhidaemoj cennosti motivacii dostizheniya [Expectancy-value theory of achievement motivation] / A. Vigfild, Dzh. S. E'kkiz // *Sovremennaya psixologiya obrazovaniya*. – 2000. – № 25(1). – P. 68–81.

6 **Pintrix, P. R.** Nauchny'j vzglyad na motivacionnyu rol' motivacii uchashhixsya v kontekste obucheniya i prepodavaniya [A motivational science perspective on the role of student motivation in learning and teaching contexts] / P. R. Pintrix // *Zhurnal pedagogicheskoy psixologii*. – 2003. – № 95. – P. 667–686.

7 **Godfrua, Dzh.** Chto takoe psihologiya : per. s angl. s frantsuzskogo [What is psychology] / Zh. Godfrua. – Moscow : Mir, 1992. – 376 p.

8 **Kovalev, G. A.** Psihologicheskoe vozdejstvie : teoriya, metodologiya, praktika : diss. dokt. psihol. n. [Psychological impact : theory, methodology, practice]. – Moscow, 1991. – 472 p.

9 **Serikov, V. V.** Lichnostnyj podhod v obrazovanii : kontseptsija i tehnologii : monografija [Personal approach in education : concept and technologies] / V. V. Serikov. – Volgograd : Peremena, 1994. – 152 p.

10 **Il'in, E. P.** Motivatsiya i motivy [Motivation and motives] / E. P. Il'in. – St Peterburg : Piter, 2004. – 509 p.

Material received on 10.03.23.

*Н. Ю. Пиговаева¹, Е. М. Копақбаев², *Ж. М. Ақпарова³

^{1,2}Торайғыров университеті,

Қазақстан Республикасы, Павлодар қ.

³Абай атындағы Қазақ ұлттық педагогика университеті,

Қазақстан Республикасы, Алматы қ.

Материал 10.03.23 баспаға түсті.

ТІЛДІК ЕМЕС МАМАНДЫҚТАР СТУДЕНТТЕРІНДЕ ШЕТ ТІЛІН ОҚЫТУ МОТИВАЦИЯСЫ

Бұл мақалада лингвистикалық емес мамандықтардың студенттерінде шет тілін үйренуге деген ынтаны қалыптастыруға байланысты мәселе қарастырылады. Зерттеудің өзектілігі тілдік емес мамандықтар студенттерінің шет тілін оқыту пәніне деген аралас көзқарасына байланысты. Оқу мотивациясын талдау негізінде бұл шет тілін үйренуге деген ынтаны қалыптастырудың психологиялық-педагогикалық жағдайларын зерттеу шеңберіндегі негізгі психологиялық-педагогикалық проблемалардың бірі екендігі

анықталды. Мақалада мотивацияның жіктелуі де атап өтіледі және оқу мотивациясының төмендеуіне ықпал ететін процестер ашылады. Мақалада студенттердің оқу мотивациясының даму деңгейін және оның оқытушының психологиялық-педагогикалық қызметіне тәуелділігін анықтауға мүмкіндік беретін нақты мәліметтер анықталған.

Кілтті сөздер: мотивация, оқу мотивациясы, шет тілін үйрену, Ағылшын тілі, ағылшын тілін оқыту.

*Н. Ю. Пиговаева¹, Е. М. Конакбаев², *Ж. М. Акпарова³

^{1,2}Торайғыров университет,

Республика Казахстан, г. Павлодар;

³Национальный педагогический университет имени Абая,

Республика Казахстан, г. Алматы.

Материал поступил в редакцию 10.03.23.

МОТИВАЦИЯ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ У СТУДЕНТОВ НЕЛИНГВИСТИЧЕСКОГО СПЕЦИАЛЬНОСТЕЙ

В данной статье рассматривается проблема, связанная с формированием мотивации изучения иностранного языка у студентов нелингвистических специальностей. Актуальность исследования обусловлена неоднозначным отношением студентов неязыковых специальностей к предмету изучения иностранного языка. На основании анализа учебной мотивации установлено, что это одна из основных психолого-педагогических проблем в рамках исследования психолого-педагогических условий формирования мотивации к изучению иностранного языка. В статье также отмечается классификация мотивации, и раскрываются процессы, способствующие снижению мотивации учения. В статье выявлены фактические данные, позволяющие определить уровень развития мотивации изучения у студентов, и его зависимость от психолого-педагогической деятельности преподавателя.

Ключевые слова: мотивация, учебная мотивация, изучение иностранного языка, английский язык, преподавание английского языка.

Теруге 10.03.2023 ж. жіберілді. Басуға 29.03.2023 ж. қол қойылды.

Электронды баспа

7,38 Мб RAM

Шартты баспа табағы 21,5.

Таралымы 300 дана. Бағасы келісім бойынша.

Компьютерде беттеген З. С. Исақова

Корректорлар: А. Р. Омарова, Д. А. Кожас

Тапсырыс № 4033

Сдано в набор 10.03.2023 г. Подписано в печать 29.03.2023 г.

Электронное издание

7,38 Мб RAM

Усл.п.л. 21,5. Тираж 300 экз. Цена договорная.

Компьютерная верстка З. С. Исақова

Корректоры: А. Р. Омарова, Д. А. Кожас

Заказ № 4033

«Toraighyrov University» баспасынан басылып шығарылған

Торайғыров университеті

140008, Павлодар қ., Ломов к., 64, 137 каб.

«Toraighyrov University» баспасы

Торайғыров университеті

140008, Павлодар қ., Ломов к., 64, 137 каб.

8 (7182) 67-36-69

e-mail: kereku@tou.edu.kz

www.pedagogic-vestnik.tou.edu.kz