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**THE MAIN MOTIVES FOR STUDYING FOREIGN LANGUAGE BY
STUDENTS OF THE UNIVERSITY OF CUSTOMS AND FINANCE**

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On the basis of scientific works of outstanding scientists, the essence of the concepts of "motive" and "motivation" is analyzed; types of motives of educational activity are characterized in this article. A survey was conducted among the first year students of the University of Customs and Finance to identify the main motives for learning foreign language. Further research in this area is possible in order to find methods and ways to increase the motivation of learning foreign language at the university.

Key words: motive, term, motivation, motivational sphere of personality, educational activity, internal motives, external motives, method, way, survey.

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В даній статті на основі наукових досліджень видатних вчених проаналізовано сутність понять «мотив» та «мотивація», охарактеризовано види мотивів навчальної діяльності. Проведено анкетування серед студентів першого курсу Університету митної справи та фінансів щодо виявлення основних мотивів вивчення іноземної мови. Подальші дослідження в цій області можливі з метою пошуку методів та способів підвищення мотивації навчання іноземної мови у ВНЗ.

Ключові слова: мотив, термін, мотивація, мотиваційна сфера особистості, навчальна діяльність, внутрішні мотиви, зовнішні мотиви, метод, спосіб, анкета.

доктор педагогических наук, профессор Павленко Е. А., Кулько В. А. Основные мотивы изучения иностранного языка студентами Университета таможенного дела и финансов / Университет таможенного дела и финансов, Украина, Днепр

В данной статье на основе научных исследований выдающихся ученых проанализированы сущность понятий «мотив» и «мотивация», охарактеризованы виды мотивов учебной деятельности. Проведено анкетирование среди студентов первого курса Университета таможенного дела и финансов по выявлению основных мотивов изучения иностранного языка. Дальнейшие исследования в этой области возможны с целью поиска методов и способов повышения мотивации обучения иностранному языку в вузе.

Ключевые слова: мотив, термин, мотивация, мотивационная сфера личности, учебная деятельность, внутренние мотивы, внешние мотивы, метод, способ, анкета.

Introduction. The dramatic changes in Ukrainian society have led to changes in almost every area of our lives. Due to the expansion of Ukraine cooperation with many countries of the world, knowledge of foreign languages became a necessity, which in turn attracted special attention to their study.

The role and place of teaching English in the process of training specialists of various profiles with the advent of new democratic transformations were qualitatively revised. This becomes relevant when it comes to higher professional education, since the very concept of «higher

education» presupposes a multifaceted development of the personality and a readiness for continuous self-improvement. The scope of the English language is constantly expanding even in those activities where this was not previously required. This is especially true for professional areas such as business, high technology, finance, and banking: there are more and more connections with foreign countries, and the modern employer has an increasing need for high-quality training of specialists who speak English at a high level.

The main scientific, technical and economic literature is in English, communication of specialists in various forms is carried out mainly in English, using a computer, in particular the Internet, is impossible without knowledge of this language. Despite of the need for knowledge of foreign language by specialists in various fields of activity and understanding of its importance, graduates of non-linguistic specialties often do not speak it well enough. There are many reasons for explaining this phenomenon, but one of the main reasons is the low motivation for studying this subject.

Students entering non-linguistic specialties are primarily focused on disciplines of a narrower specialization. Most future specialists have a technical mentality, humanitarian disciplines and foreign languages in particular are difficult for many of them.

In particular, university students perceive English language classes as one of the insignificant general educational disciplines, the study of which they consider insignificant in the context of future profession mastering. On the other hand, this problem is aggravated by the attitude of the teachers themselves, who, despite their high qualifications and strong professional potential, also relate to conducting such classes quite formally except when it comes to training specialists whose work requires knowledge of the English language and is associated with it, for example, translators or specialists in the field of international relations. A similar

problem entails a decrease in the level of future specialist professional training and his potential value in the modern labor market.

Considering this, the problem of forming motivation to learn foreign language by students of non-linguistic specialties is one of the urgent in the process of becoming a future specialist.

Analysis of recent research and publications. Investigations of the nature and structure of the human motivational sphere are devoted to the works of V. Aseev, E. Ilyin, A. Markova, O. Leontiev, G. Shchukina. Morgun, I. Vasilyev, different types of motives and their formation in universities were studied by V. Spitsyn, O. Alexyuk, V. Kagan, E. Kostousova, I. Opal, N. Sergeyev; questions of formation of students' motivational sphere were considered in modern dissertation researches of K. Kalnitskaya, V. Klachko. Pedagogical conditions and ways to increase students' motivation to learn foreign language were created by O. Babiyan, T. Gorbunova M. Zasedateleva, O. Egorova, O. Glushchenko, O. Ryabtseva, N. Sukhoveeva. A great contribution to the theoretical development of the problem of motivation formation for studying foreign languages by university students especially non-linguistic orientation was made by such modern Russian and Ukrainian researchers as A. Schukina, A. Markova, L. Bozhovich, M. Matyukhina, P. Kozik, V. Klachko, I. Krasnogolova, I. Podlasy.

Despite of the large number of scientific and practical works devoted to solving this problem, the question of motivating students to learn foreign language at the university remains open and is a topic for many discussions and disputes.

Formulation of the purpose and tasks of the article. The purpose of this study is to identify the main motives for studying foreign language by students of the University of Customs and Finance.

Presentation of the main material of the article. When organizing the teaching of foreign language at the university, it is necessary to take into account the motives of students' educational activities. As known, the transfer of knowledge from teacher to student cannot be effective without the activities of the student himself. Motivation to study the subject is a necessary component in the process of mastering foreign language successfully. Motivation is the result of a person's internal aspirations, his interests, as well as the realization of the need to study the subject.

Motive is the basis of any activity. In the process of motive formation, the person's internal motives are involved, as well as external conditions aimed at achieving the final result.

The concept «motive» is widely used in scientific publications. Scientists interpret the concept differently. The philosophical encyclopedic dictionary emphasizes that motive is what drives a person to do what he or she is doing. In "Modern Dictionary of Psychology" (L. Karpenko) the term «motive» is interpreted as a deliberate choice of human activity related to meeting his or her needs [1]. According to L. Bozhovich [2], motive is what the activity is for, that is, all that the need has come to fulfill. As N. Skorokhodova thinks [3], motive is an incentive to be active when one wants to satisfy one's needs. In her research, she identifies the relationship between student needs and learning motives. The main needs, according to N. Skorokhodova [3], are:

- self-awareness (motives for presenting one's capabilities);
- creative and aesthetic needs (desire to understand something new);
- self-respect (motives for success); survival and safety needs (material motives).

Research conducted by the scientists has revealed the following types of educational activity motives:

- social and cognitive (V. Apelt, M. Bozhovich, A. Markov);

- positive and negative (R. Jacobson, A. Markov);
- conscious and unconscious (R. Nemov). In his opinion, conscious motives are those that motivate people to act (interests, worldviews, etc.); the unconscious – this is when a person does not understand what drives them to work [4];
- internal and external (L. Friedman, P. Jacobson).

Much importance in the scientific literature is given to internal and external motives. L. Friedman characterizes their difference in such way: «If the motives that induce this activity are not related to it, then they are called external to this activity; if motives are directly related to the activity itself, then they are called internal» [5. 93].

Internal can be attributed to the above-mentioned motives, such as social, cognitive and professional, as they relate to the content of educational activities. External motives are unrelated to educational activities; they include motives for incentives (bonuses, scholarships, etc.). But external motives, in our opinion, also influence the motivation to study, because they are important for mastering the knowledge and skills necessary for the professional activity of future professionals, that is, for their professional motivation.

Therefore, the set of motives that motivate a person to act can be considered as a motivational sphere of the individual.

In order to study the motives, determination the level of their awareness and place in the structure of the motivational sphere of students' educational activity of non-language higher educational institutions, we conducted a survey among students of the University of Customs and Finance. 60 first-year students of different specialties took part in the survey. On the question "What drives you to learn a foreign language?" several options for answering were offered:

- study English because this discipline is in the program;

- enjoy the learning process;
- go to study abroad, gain experience of foreign language communication for the further career and find interesting, perspective, high-paying job;
- communicate with foreign colleagues on professional topics in the future;
- participate in project activities, debates in a foreign language;
- read original scientific texts and articles on a specialty from Internet sources, presented to a large extent in English;
- fulfill the hope of their parents.

According to an analysis of the survey, the majority of university students, namely 67%, believe that they need to study English in order to find interesting, promising and high-paying jobs, go abroad and communicate with foreign colleagues on professional topics. A certain percentage of respondents focus on such a factor as «enjoy the learning process» – 42.6% of students. A small percentage of the students say that they learn the language because they «fulfill their parents' hopes» – 9% and «study English because this discipline is in the program» – 12%.

Thus, as we see, the external motivation remains the leading one, which is supported by the created conditions. Students' awareness of the motives and interests of learning foreign language is, to some extent, related to their professional intentions.

Conclusions and perspectives of further exploration in this direction. Thus, the problem of motivation is one of the most important factors influencing the educational process, namely, learning a foreign language. The results obtained led us to the conclusion that it was necessary to work on finding effective ways to increase the level of motivation for teaching English for the students. Motivation can be

significantly increased by observing general and particular methodological principles, on the one hand (the principle of cognition and interest for students, the principle of accessibility and consideration of previously formed skills and abilities) and the choice of those forms and methods of working with students that would create additional motives for learning. Our further work is to study methods and ways of increasing the motivation of learning foreign language at the universities.

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