

СЕКЦІЯ V
ПРОБЛЕМИ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ
В УМОВАХ СУЧАСНОГО ПОЛІКУЛЬТУРНОГО ПРОСТОРУ

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POSITIVE MOTIVATION OF LINGUOCULTURAL STUDIES FOR
STUDENTS OF THE HUMANITIES

The research of the subject shows that, considering the formation of positive motivation as a special task, the improvement in the assimilation of country studying and foreign language generally can be achieved. But in order that the person could manage the formation of motivation, the requirements should be known and they are: the content, the teaching methods and the organization of studying a foreign language.

In the educational activity the subjective factor is the need of the subject's knowledge, the desire to get it, the objective factor is the learning process, the methodically selected content to study. Both the objective and subjective factors and the psychological condition determine ultimately successful studying.

The aim of the research is to identify the conditions of positive motivation of linguocultural studies for students of the humanities.

The task of the research is to suggest the characteristic of conditions of positive motivation in the process of linguocultural studies for students of the humanities.

The object of the research is the process of linguocultural studies for students of the humanities.

The subject of the research: the conditions of positive motivation of linguocultural studies for students of the humanities.

The problem of motivation at various times engaged a large number of both national (L. Y. Bozhovych, P. Ya. Halperyn, A. N. Leontev, A. K. Markova, P. M. Yakobson and others) and foreign (J. Bruner, D. Berlayn, Y. Lynhart, M. Fyumadel etc.). researchers; they state the need to control features of the motivation in the process of studies. Among modern scientists the problem of motivation is studied in the works of Verbitsky A. A., Lukyanenko V. V., Konovalov G. N. and others.

Based on the number of works in the field of psychology and teaching methods, as well as on her own researches M.M.Vasylyeva defines the conditions of positive motivation:

- a) initial, current and relevant to the teaching methods assessment of training to the methods of processing of linguocultural content and to foreign language as a whole;
- b) calibration of linguocultural training purposes and their systematic review for the learners;
- c) regularly reviewing of the methodological principles and methods of teaching the learners;
- d) activity includes mastering of linguocultural content that corresponds to the age of learners, and based on this, the disclosure of real communication purposes of training activities with the progress of content levels and the increase of studying activity have place. So the shifts of available leading activity motivation and general cognitive goals in mastering a foreign language occur [1, p.12-16].

The integration of knowledge is the main factor in the process of training to professional foreign language communication. Integrated education contributes to the holistic perception of objects and phenomena, the simultaneous activation of the perception of knowledge and their organizing, deepening and broadening of knowledge, education and comprehensively developed personality. Special attention should be given to the form of activation and method of memorizing the language material which on all its signs is the most consumed in the course of linguocultural studies. It is necessary to absorb it on a level to use in active, productive speech. To do this, it must appear in the manual not only on the day of the first presentation, but also on all subsequent classes. This means that every new word and expression many

times used in the initial activation is repeated on all subsequent classes in a wide variety of linguistic and semantic structures.

Analyzing the work of researchers of this problem can be found following the principles of formation of positive motivation:

1. Positive motivation may be caused by the principles of diversity of training methods and forms of work provided in the programs.
2. The research and use of teaching methods that are intellectually and emotionally interesting for the learners.
3. To provide the autonomy in the implementation of the actions in mastering the linguocultural content with which the learners work.
4. To provide such a degree of comfort that would cause the belief in success and desire to study based on a deep understanding of the specific or subject.
5. The control of work of the learners.

Conclusion. These ways of creating positive motivation are determined by the system of the educational process, which is based on the principles of learning, and especially such as communication, consciousness, activity, personalization, visualization. It gives the teacher the opportunity to choose the techniques in reading, training and use of the linguocultural content and training exercises, to define "who", "how" and "why" to teach. The higher goal is the sufficient level of speech activity, the stronger and more stable internal reasons, the broadening of cultural aspect of mind, which provides a positive attitude to the subject. The perspective of future researches is supposed to study the criteria of linguocultural content selection.

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