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**Ways to improve students' motivation at the stage of English for specific purposes**

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Now it is widely accepted that an adequate level of English language proficiency is a necessity for a good professional in any field of knowledge, in particular, medicine. Recently, higher education has faced many new methodological issues connected either with the employment challenges or quarantine restrictions caused by distance learning, etc. Improving students' motivation to learn the English language may lead to a solution for many of them.

The motivation to learn a foreign language in a non-language university is gaining more and more attention, as the extra-lingual reality increasingly demonstrates the importance of proficiency in English which has reached a level of a language experiencing a stage of globalization in international communication.

From the point of view of the educational sphere, the fundamental motivating statement is the evidence about the main scientific literature published in English. Databases are also in English, the basic language for computer technology, the Internet is also mediated by this language.

Under modern conditions, due to the expansion of professional contacts, risen exchange of information, propagation of international scientific and educational publications, competence in English is a necessary part of a modern professional profile.

The importance of forming the motivation to learn a foreign language is emphasized by many scholars. Several studies address various aspects of this problem. Human aspects of motivation, a hierarchy of needs in attaining competencies were elaborated in the works by Abraham Maslow [ 7 ].

Up to date, the researchers have demonstrated that motivation is the main component of the structure of educational activities. Teaching English for specific purposes (ESP) has become an approach that can help students achieve their goals

because such strategy motivates them and makes the acquisition of a second language more enjoyable and meaningful (T. Hutchinson, A. Waters, T. Dudley-Evans, M. St. John, J. Richards, T. Rodgers, et al.) [ 2; 6; 9; 12 ].

We know that the ESP approach development is closely linked with students' specific interest in their special disciplines, and even the fact that “learners know specifically why they are learning a language” (T. Hutchinson, A. Waters) [ 6, p.6 ] serves an excellent motivating ground.

One more aspect in stimulating motivation supposes the focus on student's psychology and thus, on a learner him/herself (a student-centered approach) (D. Nunan, T. Hutchinson, A. Waters, H. Widdowson, Z. Dörnyei, et al.) [2; 6; 8; 12 ].

The ESP approach in education relates to a better understanding of how students learn. They have different needs and interests, and such matters have an impact on their motivation for studies and the effectiveness of their learning. Based on the students' target needs and target situation (necessities, lacks, and wants) (T. Hutchinson, A. Waters, T. Dudley-Evans, M. St. John) [ 2; 6 ], the learning needs would be more meaningful to them due to the relevance of their content to the students.

By putting together a course that focuses on the learners' specialty area, the content becomes more relevant to them and therefore enhances the students' motivation making learning more effective and faster [ 6 ]. T. Hutchinson and A. Waters discuss the questions of formation of motivation at mastering of a foreign language in non-language university, the ways to increase it involving the students in educational and cognitive active cooperation.

Motivation research originates from social psychology investigating language learning attitude, teaching theory, especially foreign language (A. Maslow, Z. Dörnyei, E. Ushioda, et al.) [ 1; 7; 10; 11 ]. The famous methodologists elucidated the central role of developing motivation in teaching and education (R. Gardner, W. Lambert, A. Maslow, D. Scheidecker, W. Freeman, Z. Dörnyei, E. Ushioda)

Today, motivation is the crucial complex and challenges which teachers face today, analyzing integrative and instrumental, “intrinsic” and “extrinsic” motivation, considering the language level, the learner level, and the learning situation level.

Attention is paid to the problem of the formation of motivation for teaching a foreign language in a non-linguistic (medical) university as its programs are based on special subjects, and learning English for Specific Purposes (Medicine) undoubtedly reflects the professional content in foreign sources that is supported by an ESP component of the State examination for the medical undergraduates. In connection with the increasing volume of information, the role of English proficiency is increasingly proving the need for sufficient scientific and methodological support of the teaching process.

The studies relating to the motivation in learning English defined the factors affecting students' motivation: the crucial factors are interest, learning environment, teacher responsibility, attitude, etc. The effectiveness of the formation of motivation to learn a foreign language in students of non-language specialties increases if the activity is conscious and communicative contextual and thus if it is ESP. The following conditions influencing the formation of internal and external motivation are professional interest and awareness of the practical and theoretical significance of knowledge for future professional activity, the level of professionalism shown by the teacher; emotional background at the classes, etc.

An innovative educational paradigm support formation of the students' motivation which considers foreign language as necessary for future professional activities, as students of non-linguistic universities are primarily focused on the disciplines of the specialty. During their senior years, they begin to understand that English is becoming a means of acquiring experience and advanced knowledge, a necessary tool for professional development, and academic mobility is one of the ways to prepare themselves for a career.

Therefore, it is important to apply all the possibilities, including methods and techniques of teaching a foreign language, motivating the student to better master the studied discipline. During the first university year, English is a compulsory subject;

in senior years there is a system of selective components of the educational program, and the students should be motivated by the teacher of their first ESP course to choose these selective opportunities to improve their English.

While preparing the classroom work, the teachers should understand motivation as the organization of educational activities that are aimed at a deeper study of the discipline, helping to improve the foreign language level proficiency considering the development of the students' needs. The conditions should be created in educational activities to enhance the development of a stable student's cognitive interest in the supporting process and obtaining results.

Under distance learning conditions a system of purposeful means, management forms, and strategies of cooperation between students and teacher providing a growing share of students' autonomy in learning (their independent work). The formation of motivation in students is influenced by internal motivation (professional interest to use English in the future profession, meeting the requirements for the teacher's professional personality), external motivation realizing the related to the English knowledge level preconditions of success/failure in competitiveness.

The most effective approaches for the development of motivation to learn a foreign language in students of non-language specialties may be contextual, conscious, communicative, active cooperation in acquiring ESP. The combination of these approaches makes it possible to create conditions that positively affect the formation of motivation to learn a foreign language, to develop professional and cognitive motivation.

Thus, life-long professional development of the teacher, improvement of the professional (methodological, psychological, digital, special aspects) level promote the awareness of the target situation, needs of students studying a foreign language, empathy, cooperative organization of training conditions provide improvement of students' motivation at the stage of English for specific purposes.

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