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AUTONOMY OF THE UNIVERSITY STUDENTS IN DETERMINING EDUCATIONAL GOALS AND MOTIVATION FOR LEARNING ESP

The research on a balanced learner-centered approach in university education and the involvement of motivational factors is considered topical as it is relevant to the current views on the role of foreign languages in attaining professional competence by university undergraduates.

The purpose of the work is to analyze the factors that influence on the motivation in learning English by the seekers of higher education and the level of their autonomy in determining educational goals.

The review of literature sources shows the results of studies on motivation in learning a foreign language [1-11]. In particular, the motivational goals of students of non-linguistic majors in educational activities [5; 6; 9] are defined. Researchers recognize the central role of motivation development in learning and achieving learning efficiency (R. Gardner, Z. Dörnyei, E. Ushioda, R. Ryan, E. Deci et al.). Scholars identify numerous reasons, and the rationales for language learning have been emphasized [1-4]. Universities provide students with many opportunities to obtain basic knowledge and compulsory training in the chosen specialty, focusing on the specialized field. These involve, in particular, learning English for Specific Purposes (ESP) in the university program, e. g., specifically for Mathematics and Informatics, Computer Science, Physics, etc. Modern educational institutions provide the opportunity to choose optional subjects, the so-called elective courses, to improve proficiency in foreign languages for specific purposes, as well. This choice is based on the autonomy of compiling the educational route, on the individual needs of the student [1; 6; 7; 9].

Stimulating motivation in learning ESP becomes clear if we focus on the psychology of a student (student-centered approach) (D. Nunan, J. González, H. Liu, A. Lakawa, R. Indriyani, A. Barkah, I. Rubić, D. Matijević, etc.) [5-9].

Motivation for English language learning by non-linguistic university undergraduates can be studied using the dichotomy of intrinsic and extrinsic reasons [1; 4; 9-11]. Thus, we analyzed some ways of creating motivational support for such a subject. The student's rationale may involve some motivation items such as participating in academic mobility programs; winning additional bonuses in the university students' rating, e.g., due to English-language publications; gaining benefits for passing the competition in selection for the training practice program abroad; expanding knowledge from the English-language sources of information in the specialty; increasing the level of English language proficiency to pass exam better, in particular, an entrance exam to the Master's degree course, etc.

One of the important components of motivation is the desire to obtain modern knowledge in the specialty, which is connected with English language usage, since, in such rapidly developing areas as computer science, artificial intelligence, etc. novel information on specialties and areas is published mainly in English. It can be registered due to the increased share of students' autonomy in learning (their independent activities) and because English has become an international communication medium, including the professional, specialized aspects, as well. So, it allows getting acquainted directly with the global advanced publications in the profession. A common idea now is to join the currently open mass online courses (MOOCs) provided by world-famous universities and centres that are taught in English at a high scientific level, e.g. courses in Data Analytics, Applied Data Science, Advanced Learning Algorithms for Deep Learning, High Dimensional Probability Applications for Data Science, Decision and Game Theory, etc.

Professional cognitive motivation is a kind of conscious communicative contextual motivation and it helps in realizing the opportunity to use English medium learning. Education seekers use self-selection and add academic components, which are now widely available, supported by the open mass online courses in various

fields: MOOCs through Coursera, Genius Space, Canvas, etc. Contributing is that online learning, including courses from world-famous universities, is particularly important for access to education, as free access to educational institutions of Ukraine to the best global digital resources and tools is ensured.

One of the stimulating points against this background is, on the other hand, the compensation of objective limitation of the program's possibilities for in-depth study of certain aspects of interest to an individual. A seeker of education forms the amount of program material in which he/she feels the need to increase the level of a foreign language proficiency as a way to master his/her non-linguistic specialty. The awareness of need is combined with extrinsic motivation via understanding that opportunities will open up under conditions that an individual can create through the efforts in learning ESP. The autonomy of learning allows a student to indirectly use conscious and communicative contextual motivation for learning a foreign language as a means of achieving competence in the professional field. In this way, the opportunity appears to gain knowledge through the study of a foreign language, to avoid the obstacles that ignorance of the medium of information could give. A combination of professional interest and awareness of the practical and theoretical significance of knowledge for future professional activity and achievement of special academic goals should be considered in balancing autonomy and motivation in learning ESP by the university students.

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