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Motivation as a pedagogical condition for preparing students for professional activities

The strategic objectives of trilingual education in Kazakhstan have actualized the need to prepare students of pedagogical specialties to use English in their professional activities in the context of modernization of education in the Republic of Kazakhstan.

At the stage of the formation of a new educational paradigm, it is of fundamental importance to find ways to form the readiness of students of pedagogical specialties to use English in their professional activities. The success of this process, in our opinion, will depend on carefully selected pedagogical conditions.

We consider the pedagogical conditions that contribute to the formation of the readiness of students of pedagogical specialties to use the English language in their professional activities, as a set of objective possibilities of content, forms, methods, techniques of vocational training, material and spatial environment, aimed at the formation of readiness to use English in professional activities in the unity of motives, knowledge and skills.

Moreover, the essence of the structure of the concept of readiness to use the English language in professional activity and understanding of the essence and characteristics of the definition of the concept of "pedagogical conditions" leads us to the need to highlight such pedagogical conditions that should ensure the formation and development in the unity of cognitive, praxeological and motivational components readiness of students to use English in professional activities.

In this article we will highlight the implementation of the third pedagogical condition aimed at the formation of the motivational component of the studied readiness through the use of a combination of incentives that contribute to the development of positive motivation, interest in the use of English in professional activity. The stimuli for development in our study were: reliance on the existing life

experience of students in the learning process, which contributed to an increase in students' activity; explanation of the significance of the knowledge and skills acquired for future professional activities; the use of various forms and methods of conducting classes; creating positive emotional background in the classroom.

In the course of the dissertation research, we examined the most important types of motivation for the use of English in professional activities and found that at the ascertaining stage of the experiment, communicative and pragmatic motives were developed in a minority of students. Therefore, we directed all efforts to the formation of these types of motives.

The work on the formation of students' professional interest in the use of the English language was carried out through the use of interactive methods, forms and teaching aids aimed at the formation of the motivational component of the following readiness.

According to the modern trend in foreign language teaching, interactive methods, forms and means of teaching are the most productive, which has been confirmed by a number of studies.

So, according to G. Maner, 72 hours after receiving the information, about 10% of the information remains in the listener's memory with audio perception (heard); visual (saw) – 20%; with audiovisual (heard and seen) – 50%; with audiovisual perception and discussion – 70%; with audiovisual perception, discussion and the possibility of practical application – 90% [1].

Interactive teaching methods can be classified as non-traditional, since they incorporate several non-traditional forms of education and upbringing at once, namely: the game method, socio-psychological training, immersion training, the method of teaching computer work (suggestocybernetic method), demonstration and partial search method.

So, in order to develop communicative and pragmatic motives, we sought to involve students in active communication through the use of interactive teaching methods.

The above interactive methods can be implemented within the framework of both interactive and traditional classroom activities.

At the formative stage of the experiment, we also used interactive forms of organizing training in order to develop communicative and pragmatic motives.

The form of organization of training, according to I.M. Cheredov, is a special design of a link or a set of links in the educational process [2, p. 78].

V.K. Dyachenko believes that the concept of "form of organization of education", like other concepts of didactics, can be scientifically substantiated only if a scientific definition of the basic concept of "teaching" is given. "Education is communication, in the process of which the knowledge and experience (including the experience of creative activity) accumulated by humanity are reproduced and assimilated." [3, p. 45]

There are various classifications of forms of organization of the educational process, but they all boil down to the structure of educational communication or didactic goals and objectives. For a long time, in the pedagogical literature it was generally accepted to divide all organizational forms into frontal, group and individual training sessions (V.K.Dyachenko, I.M. Cheredov).

Individual, frontal forms of education are traditional, and group forms are fundamentally new in modern education (V.A. Slavenin). The search for innovations in the forms of education has led to the emergence of so-called non-standard training sessions.

We call these lessons interactive, because they are organized using interactive teaching methods.

Having considered the methods and forms of organizing education within the framework of the motivational component of the studied readiness of students of pedagogical specialties to use the English language in their professional activities, we turn to the characteristics of the teaching aids we used, which are an undoubted incentive for the formation and development of interest in learning English and its further use in professional activities.

Teaching aids are: 1) "an obligatory element of equipping classrooms and their information-subject environment, the most important component of the educational-material base of schools of various types and levels" (V.V. Davydov) [3, p. 265]; 2) "material and ideal objects that are involved in the educational process as carriers of information and a tool for the activities of the teacher and student" (A.V. Khutorskoy) [4, p. 297]; 3) These are material objects and objects of nature, as well as artificially created by man, used in the educational process as carriers of information and a tool for the activities of teachers and students to achieve the set goals of training, education and development [5, p. 177].

The classification of teaching aids is different depending on the underlying attribute. In relation to the technological process, teaching aids are divided into: traditional (programs, teaching aids, handouts, etc.) and interactive (training programs, test shells, Internet facilities, electronic textbooks, curriculum, etc.) [4, p. 402].

Interactive learning tools means in which there is a dialogue, that is, an active exchange of messages between the user and the information system in real time [6, p. 12].

Interactive learning tools help to carry out such activities as registration, collection, accumulation, storage, processing of information about the studied objects, phenomena, processes, transfer of large enough amounts of information presented in various forms, control of displaying on the screen models of various objects, phenomena, processes [6].

To intensify the educational process as a teaching tool, we introduced software and methodological support of the innovative and didactic complex of the model for the formation of the readiness of students of pedagogical specialties to use English in professional activity, which is a system in which pedagogical software products are integrated: a curriculum for discipline "Professionally oriented foreign language (English)" for specialty 6B01509 – Biology, teaching aid "Professionally oriented English. Biology" and an electronic teaching aid "Professionally oriented English. Biology".

Summarizing the above, on the basis of a theoretical study of incentives, the use of their combination have contributed to the development of communicative and pragmatic, cognitive and social motivation, professional interest of students in the use of English in the process of forming the studied readiness. Such combination of various incentives encouraging students to actively study and cognitive activity; various forms and methods of conducting classes; the creation of positive emotional atmosphere in the preparation process and the creation of situations of professional foreign language communication contributes to the formation of a motivational component of readiness to use English in professional activity.

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