

FORMATION OF STUDENTS' MOTIVATION TO STUDY BUSINESS ENGLISH

Zarina Nailevna Sirazieva^{1*}, Gulnara Faridovna Dulmuhametova², Gulnara Faritovna Gali³
^{1,2,3}Kazan Federal University, Kazan, Russia.

E-mail: ^{1*}nygnoe@mail.ru, ²dulmuhametova.gulnara@yandex.ru, ³gulnaragali@mail.ru

Article History: Received on 11th September 2019, Revised on 28th October 2019, Published on 14th November 2019

Abstract

Purpose of the study: The article describes the view of authors to the formation of students' motivation to study Business English.

Methodology: In the research, the authors investigate a number of tasks that teachers need to solve in the course of formation of students' motivation. The article shows the analysis of category of motivation in Russian and foreign pedagogics, studies the concept of educational motives and conditions of emergence of motivation in pedagogical process.

Results: The authors theoretically describe the problem of the formation of students' motivation to study Business English, the model of formation of motivation, pedagogical conditions that make effective impact on increase in students' motivation when they study Business English. The article describes experimental work on efficiency check of formation model of students' motivation to study Business English.

Applications of this study: This research can be used for the universities, teachers, and students.

Novelty/Originality of this study: In this research, the model of the Formation of Students' Motivation to Study Business English is presented in a comprehensive and complete manner.

Keywords: Education, Students, Formation of motivation, Motive, Business English.

INTRODUCTION

The relevance of the research is caused by a social situation of society development, improvement of educational, social, political spheres and also new sociocultural conditions. Expansion of international relations in various spheres of the professional activity of future university graduates requires a competency-based approach to mastering Business English. This circumstance results in need for formation of the students' motivational sphere. Business English allows the graduate to start quickly performance of the professional tasks in their activity. An important part for educational process is what motives direct informative process of students to acquisition of Business English in that degree without additional efforts to start works at once. It is essential to combine motives of acquisition of business language and active interest in what is studied with pronounced informative requirement and aspiration to independent search of knowledge. In this regard with special sharpness there is a problem of formation of students' motivation to studying business English. This perspective is one of relevant in the course of formation of the identity of future expert.

In pedagogical researches, the general questions of creation of motivation to the doctrine are presented in monographs of B.S. [Gershunsky \(2002\)](#), B. [Anderson \(2006\)](#), V.A. [Kozlova \(2014\)](#), etc. In psychology the problem of formation of motivation of educational activity was investigated in works of Jack C. [Richards \(2002\)](#), E.A. [Alexandrova \(2000\)](#), J.C. [Richards \(2002\)](#), [Tomashevskaya \(2013\)](#) and others where the authors analyze not only the nature of actions of the personality but also such concepts as "motive", "motivation", "motivational sphere" and intrinsic characteristics of their manifestation. Such psychologists as V. Vundt, A. Maslou, H. Murray, E.V. Denisova, study the general questions of formation of students' educational motivation in the course of English language learning.

The emergence of motivation as internal need of the person to implementation of a certain activity is studied in works of E. V. [Bondarevskaya \(2000\)](#). In researches of V. A. [Kozlova](#), the motive can correspond from in unusual way subject or process which are for various reasons attractive (2014). N.YU. [Ozhgibesova](#) investigates activity essence of the nature of emergence of motive as mental process which stimulates the person to statement of the purpose from within and to acceptance of appropriate means of action (2011). The analysis of various works on a problem of motivation formation of the doctrine shows that there is no consensus in researches. Some authors claim that more important means of motivation for educational activity are those stimulating factors that arise in the course of educational activity. Others show that creation of motives of the doctrine and at the same time increase in learning efficiency directly depends on ways of the organization of cognitive activity. Many authors consider that emergence of motivation of the doctrine is influenced by contents and form of presentation of material ([Arinushkin, 2004](#)).

The problem of the formation of motivation for foreign language learning was studied in works of T.V. Lazarev, R.A. Dukin, D.V. Konova ([Lazarev, 2012](#)), R.A. Gotlib, E.V. Nanavyan, etc ([Gotlib, 2009](#)). However, all researches connected with higher education aren't focused on non-language higher education institutions. The dissertation of N.N. Kasatkina (2003) is closest to the subject of our research ([Ozhgibesova, 2011](#)). The author, especially investigating process of students' training of non-language higher education institutions, doesn't analyze formation of the motivation stimulating acquisition of Business foreign language in the conditions of the present stage of development of higher education.

The problem of our research consists of development, realization and the analysis of the formation model of students' motivation to study Business English. The purpose of the research is to give theoretical justification, to develop and approve model of formation of students' motivation to study Business English ([Murzinova, et al. 2018-](#) [Jaramillo, 2018](#)).

The research solves the following problems/tasks:

To define specific features of the concept "students' motivations to study Business English".

To carry out the theoretical analysis of the problem of the formation of students' motivation to study Business English in the pedagogical theory and practice.

To develop and introduce the model of formation of students' motivation to study Business English in educational process.

To reveal the pedagogical conditions promoting the formation of students' motivation to study Business English.

METHODS

To solve the problems, we use the following research methods:

Theoretical methods: studying and system analysis of philosophical, psychological and pedagogical, scientific and methodical literature; standard and educational documentation, conceptual analysis of dissertations on a research subject; generalization, comparison, modeling, abstraction; empirical methods: pedagogical observation, conversations, questioning, expert assessment; pedagogical experiment, qualitative and quantitative analysis of results of the research; methods of statistical processing and interpretation of empirical material; concrete ways of selection and analysis of content of training; estimates of demand of thematic and lexical content of foreign-language preparation.

Stages of the research: At the first stage we studied philosophical, psychological, pedagogical, methodical literature on a research subject, investigated the condition of the problem, factors influencing the development of students' motivation to study Business English, developed the corresponding criteria and indicators. The stating experiment stage was carried out. The obtained data have allowed formulating a hypothesis, to define the purpose, an object, a subject, research problems. In the second stage we carried out development of model of formation of students' motivation to study Business English and determination of features of its realization in educational process of higher education institutions. The forming experiment stage on introduction of model and check of pedagogical conditions is organized and carried out. In the third stage we analyzed and generalized results of theoretical and experimental study, defined final results, made conclusions.

The purpose of our research is the clarification of efficiency of model of formation of students' motivation to study Business English and to check pedagogical conditions, promoting effective functioning of this model.

The scientific novelty of the research includes the development of model of formation of students' motivation to study Business English by students of non-language higher education institutions which features are integrity of designing the content of activity on the basis of the principles of expediency, systemic, objectivity.

The theoretical importance of the research is that its results supplement the theory and a technique of education, namely, in:

- Disclosure of the problem of the formation of students' motivation to study Business English;
- Justification of approaches, the principles, and conditions to creation of model of formation of students' motivation to study Business English.

RESULTS

To clarify the efficiency of the model of formation of students' motivation to study Business English and to check pedagogical conditions, promoting effective functioning of this model we made the pedagogical experiment including the stating, forming and control stages (2011-2016). In the experiment 200 students, on the basis of the Kazan (Volga) Federal University have taken part in Kazan.

The starting stage of the experiment has shown that an insignificant number of students have a high level of motivation to knowledge of Business English. Other students were at a low level of motivation.

The purpose of the forming stage of the experiment was the realization of model of formation of students' motivation to study Business English. Productive implementation of the forming stage was promoted by the following pedagogical conditions: wide use of problem situations; accounting of emotional factors of cognitive activity of students; pedagogical support in overcoming language barriers; introduction of various receptions of the emotional stimulating character.

At the control stage of an experiment, we carry out diagnostics of formation level of students' motivation to learning foreign language of experimental group on the same criteria. The logical conclusion of this process is emergence in students of various levels of motivation.

Results of skilled and experimental work demonstrate that to its termination students' motivation level to study Business English has considerably increased. The complex of pedagogical conditions influenced it and gave the grounds to draw a

conclusion about the positive results of the conducted research. In experimental group the number of students with a high level of motivation to study Business English by valuable approximate criterion was much higher: 71 % (against 17% in control group). At the same time the number of students with a low level of motivation of 54 % up to 8 % has decreased. It is possible to note the number of students with high and average levels of motivation (what it is possible to consider good result, considering the importance of this criterion) in experimental group reaches 92 %.

By emotional criterion the number of students with a high level of motivation to study Business English has considerably increased, at the same time the number of examinees with average and low levels has gone down. The total of the students who were at the high and average levels of motivation has reached 89%.

DISCUSSION

The practical importance of the research is that the ideas and conclusions of the research and the model of formation of motivation developed on their basis at students to study Business English by students serve the improvement of process of training of future graduates and are used in educational process.

The reliability of results of the research was provided with application of a complex of theoretical and practical methods with a support on modern philosophical, psychology and pedagogical researches, the purposeful analysis of student teaching and the available experiment on creation of conditions for formation of students' motivation to study Business English, complex character of a stage-by-stage experiment, application of methods of mathematical processing.

SUMMARY

In the course of investigating this problem, the authors came to the following conclusions:

1. Business English allows the graduate to start quickly performance of the professional tasks in their activity.
2. More important means of the motivation of educational activity are those stimulating factors that arise in the course of educational activity.
3. The emergence of motivation of the doctrine is influenced by contents and form of presentation of material.

Business English allows the graduate to quickly begin to perform their professional tasks in their activities. The important point for the educational process is what motives direct the students' cognitive process to master business English to the extent that they can immediately begin to work without additional efforts. Essential is the need to combine the motives of mastering Business Language with an active interest in what is being studied, with a pronounced cognitive need and desire to search for knowledge independently. In connection with this, the problem of forming students' motivation to learn Business English is particularly acute. This problematic is one of the topical issues in the process of the formation of the personality of a future specialist.

The research does not exhaust all the questions connected with the study of the theory and teaching practice and problems of teaching Business English. It should be concentrated on developing students and teacher training to work with them in Business English, which could be said as a perspective for further study in this field.

CONCLUSION

The problem of formation of students' motivation to study Business English is theoretically proved; the essence and the maintenance of the concept " students' motivation to study Business English" are defined; the model of formation of students' motivation to study Business English consisting of components is developed: target (purpose: formation of students' motivation to study Business English), substantial (selection of content of activities for formation of educational motives), procedural (forms, techniques, the methodical receptions, means used in the course of formation of students' motivation) and appraisal and productive (levels of formation of students' motivation). The pedagogical conditions promoting formation of formation of students' motivation to study Business English are revealed: use problem, the subjective qualities demanding from students of manifestation and allowing changing a position with passive for reflexively active; accounting of emotional factors of cognitive activity of students; pedagogical support in overcoming language barriers; introduction of receptions of the emotional stimulating character. In the course of the pilot study, the efficiency of model of formation of motivation at students to studying business English is proved. At a control stage the high level of motivation is created at 78% of students, only 10 % remained at a low-level motivation to study of Business English while in control group of 39 % there were at a low-level motivations and 21 % have reached the high level of motivation to studying of business English that demonstrates efficiency of the offered model of formation of motivation to studying of business English.

ACKNOWLEDGMENTS

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

REFERENCES

1. Alexandrova, E. A. (2000). Pedagogical support of schoolchildren. *Class teacher*, 3, 104 - 113.

2. Anderson, B. (2006). *Imagined communities: Reflections on the origin and spread of nationalism*. Verso Books.
3. Arinushkin, N. S. (2004). On the definition and types of identity. *The World of Psychology*, 2, 48-53.
4. Bondarevskaya, E. V. (2000). Theory and practice of personality-oriented education (p. 352). Rostov: Publishing House of Rostov State Pedagogical University.
5. Dulmukhametova, G. F., Fakhrutdinova, A. V., Shakirzyanova, R. M., & Turhanova, R. R. (2017). Organization of student's solitary work during learning foreign languages. *QUID: Investigación, Ciencia y Tecnología*, (1), 286-291.
6. Fakhrutdinova, A. V., Khayrutdinov, R. R., & Gutman, E. V. (2017). SOCIAL-PEDAGOGICAL SUPPORT TECHNOLOGY FOR UNIVERSITY STUDENTS: INDIVIDUAL SAFETY CONTEXT. *International E-Journal of Advances in Education*, 3(8), 284-288. <https://doi.org/10.18768/ijaedu.336255>
7. Gali, G. F., Shakhnina, I. Z., Mukhametzhanova, F. F., & Chugunov, A. S. (2017). PEDAGOGICAL CONDITIONS FOR GIFTED STUDENTS' DEVELOPMENT AND EDUCATION: OVERSEAS DATA. *Revista QUID*, 1(1), 334-338.
8. Gershunsky, B. S. (2002). Tolerance in the System of Value-Targeted Education Priorities. *Pedagogy*, 7, 3 -12.
9. Gotlib, R. A. (2009). Social'naya vstrebovannost znanya inostrannogo yazyka. *Sociologicheskie issledovaniya*, 2, 122-127.
10. Irvani, M. R., Niknejadi, F., & Jahandoost, Z. (2015). The Relationship Between Age And Job Satisfaction Consultants Government Girls High School In Isfahan In 2012-2013 Academic Year. *Health*, 70(22.65), 24.
11. Jaramillo, L. E. S. (2018). Malware Detection and Mitigation Techniques: Lessons Learned from Mirai DDOS Attack. *Journal of Information Systems Engineering & Management*, 3(3), 19. <https://doi.org/10.20897/jisem/2655>
12. Kozlova, V. A. (2014). Materialy master-klassa «Sozdanie interaktivnyh uprazhnenij na servere LearningApps. Sajt Metodisty.ru Tvorcheskaya gruppa Prepodavanie anglijskogo yazyka.
13. Lazarev, T. V. (2012). Obrazovatel'nye tekhnologii novyh standartov. CHast' 1 Tekhnologiya AMO» Petrozavodsk "Verso".
14. Luo, C., Li, M., Peng, P., & Fan, S. (2018). How Does Internet Finance Influence the Interest Rate? Evidence from Chinese Financial Markets. *Dutch Journal of Finance and Management*, 2(1), 01. <https://doi.org/10.20897/djfm/89590>
15. Martynova, O.V. (2006). Training of German teachers in the context of the creation of the European Higher Education Area: Dis. cand. Ped. Sciences, Penza, p. 92.
16. Murzinova, K. E. A., Koblanova, A., & Ansabayeva, D. A. A. (2018). Prosodical means applied in communicative relations. *Opción*, 34(85-2), 61-96.
17. Ozhgibesova N.Yu. (2011). Vnedrenie obrazovatel'nyh (problemnyh, ehvristicheskikh) situacij kak neobhodimoe uslovie formirovaniya intellektual'nyh motivov ucheniya studentov. – Vestnik Adygejskogo gosudarstvennogo universiteta – №3. 133-139.
18. Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge university press. <https://doi.org/10.1017/CBO9780511667190>
19. Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge university press. <https://doi.org/10.1017/CBO9780511667190>
20. Robani, A., & Salih, K. (2018). POSITIONING ISLAMIC GIFT ECONOMY FOR SUSTAINABLE DEVELOPMENT AT THE LOCAL LEVEL. *Humanities & Social Sciences Reviews*, 6(2), 111-120. <https://doi.org/10.18510/hssr.2018.6214>
21. Tomashevskaya, O. A. (2013). Formirovanie poznavatel'noj motivacii studentov (Tekst). Pedagogika: tradicii i innovacii: materialy IV Mezhdunar. nauch. konf. (g. Chelyabinsk, dekabr' 2013 g.). — Chelyabinsk: Dva komsomol'ca, 169-171.
22. Yazdekhasi, A., Erfan, N., & Nazari, N. (2015). Investigating the Relationship between Spiritual Intelligence and Social Adaptation among Girl High School Students in Shahreza City. *UCT Journal of Social Sciences and Humanities Research*, 3(1), 20-23.